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ABSTRACT

This activity file grew out of research of an "Images of Women in Development" project of the Centre for Global Education at the University of York, England. The activities are intended for students in the 8- to 13-year-old range to learn more about gender issues. The activities are divided into four sections: (1) awareness-raising activities in which stereotyping, including unconscious stereotyping, can be confronted and examined; (2) research activities that allow children to discover gender discrimination in their own environment; (3) group discussion activities that can be used in conjunction with the above activities; and (4) role plays and simulations that place participants in situation that enable them to experience the effects of gender inequalities, to take alternative perspectives, and to develop possible strategies and solutions for dealing with discrimination. Cross-curricular themes are encouraged. (EH)

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GENDER ISSUES

An Activity File

Susan Fountain

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GENDER ISSUES

An Activity File

Susan Fountain

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WHY TEACH AND LEARN ABOUT GENDER ISSUES?

> . . . the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women . . .

Despite these words, taken from the United Nations Universal Declaration of Human Rights, the persistence of gender inequalities remains a feature of most societies around the world. Indeed, these inequalities are often taken for granted, accepted as 'laws of nature'.

In Britain the Education Act of 1944 equalised access to schooling for girls and boys. The Equal Pay Act of 1970 aimed to eliminate discrimination between women and men with regard to rates of pay and other conditions of employment. In 1975 the Sex Discrimination Act made discrimination against women in employment, and in admission to educational institutions, unlawful. It specifically prohibited any educational establishment from discriminating against women '. . . in the way it affords her access to any benefits, facilities or services, or by refusing or deliberately omitting to afford her access to them . . .' (section 22).

With such legislation in place, why is there a need to teach and learn about gender issues in schools? Consider these statistics:

> The salaries of women in full-time employment in Britain average one-third less than those of men in comparable jobs
>
> (*Social Trends*, 1989).

According to the 1981 census, employment in a range of occupations conforms to gender-stereotyped patterns, with black women, including those with academic qualifications, being over-represented in the semi-skilled or non-skilled jobs:

	% Women	% Men
Barristers, judges, solicitors	15	85
Cleaners	82	18
Electricians	2	98
Nursery teachers	99	1
Nurses	92	8
Painters/decorators	2	98
Post deliverers	13	87
Secretaries	98	2

In the teaching profession, the inequalities continue. Among secondary teachers, twice as many women as men are Grade A teachers, and again a disproportionate number of black women work on the lower-paid scales. Five times as many men as women are head teachers, although the number of women teaching in the secondary sector is nearly equal to the number of men.

> In primary schools, where 80% of teachers are female, women comprise only 46.5% of headteachers
>
> (Source: *Statistics of Schools*, DES, January 1988).

Such inequalities in employment arise in part from the gender differences that exist throughout the educational system. For example, among those studying at universities, polytechnics, and colleges, men outnumber women

by 20% (*Social Trends*, 1989). Women make up 70% of all undergraduates studying languages, and nearly 80% of those studying education. Men account for 76% of all undergraduates studying mathematics, and nearly 90% of those in engineering and technology (Equal Opportunities Commission, 1988).

A look at the subject choices of secondary school pupils reveals that here too, gender-influenced trends are firmly in place. These are 1988 statistics on girls as a percentage of all GCSE examination attempts:

Biology	64%
French	60%
Music, Drama, Visual Arts	54%
(traditionally conceived of as 'female-oriented' subjects)	
Chemistry	43%
Physics	28%
Computer Science	34%
(traditionally conceived of as 'male-oriented' subjects)	

The percentages of girls receiving GCSE/A level passes in the same year were as follows:

English	69%
Maths	33%
Physics	22%

(Source: Equal Opportunities Commission)

In an increasingly technological society, these patterns of study can act to limit the opportunities for girls in higher education and employment.

Such statistics must be seen as part of a continuum in schooling that begins in the early years. Children enter nursery school already showing indications of gender stereotyping in their play choices. In one study of 100 nursery and infant classes, girls made up 54% of the children playing with the doll's house in nursery; by the age of seven, that figure had risen to 78%. By contrast, girls' use of cars and trains in the nursery was 31% of the total, dropping to 27% in the top infant class (Whyte, 1983). Children appear to become more gender stereotyped in their play choices as they grow older, not less. Schools therefore must do more than merely provide equality of access to the curriculum; the reasons for inequalities in the actual uptake of different areas by girls and boys must be addressed as well.

Statistics on employment and education provide cause for concern, but it should be mentioned that they alone do not give a full picture of the effects of gender inequality upon girls and women. Rising incidences of child sexual abuse, sexual harassment both in and outside school and the workplace, domestic violence, and rape are a grim testimony to the everyday violation of women's fundamental rights.

Changing long-standing power structures and deep-rooted notions about female and male roles will be a long and slow process, requiring commitment from all of society's institutions. Schools, however, can make a positive contribution by integrating gender issues into the curriculum over the course of each child's education. Through the use of activities such as those suggested in this file, teachers can begin to work towards more just relations between girls and boys in class, and an awareness of justice and equality in gender roles in society. The activities encourage children to become more sensitive to gender issues, to identify instances of stereotyping in the media and in their day-to-day environment, to develop empathy and understanding towards those who suffer discrimination, and to consider positive strategies for challenging such injustices. The activities are intended to be interspersed with additional topic work, project research, and teacher input on the issues raised.

Though a comprehensive exploration of the interaction between race and gender discrimination is beyond the scope of this file, teachers are encouraged to bear in mind the complex challenges that black girls and women face every day. Theirs is a voice that demands to be heard, as their concerns and priorities in terms of gender issues often differ from those of white feminists.

While all work on gender issues is fundamentally concerned with equalising women's role in society, it is worth pointing out that anti-sexist work has intrinsic value for boys and men too. It allows them to challenge restrictive traditional western stereotypes about masculinity and to develop alternative ways of behaving (Askew and Ross, 1985). Potential gains for boys and men might include:

- better health: if pressure from society to compete and be aggressive were diminished, men might be less prone to stress-related illnesses than they are now;
- a greater emotional range: with a rethinking of the expectation that men should be less emotionally expressive than women, men may find that crying, expressing fear or tenderness, and talking about personal experiences become less threatening;
- better personal relationships: boys rarely develop their capacity to care, support and co-operate to the same extent that girls are expected to; equality in this area could lead to greater satisfaction in home and work relationships;
- more flexibility in working life: a range of potentially rewarding possibilities opens up for all when the attitude that 'women's work' is not suitable for men is given up.

GENDER ISSUES – KEY CONCEPTS AND IDEAS

Sexism in our society operates in overt and covert ways. In schools, an awareness of both the **overt** and the **hidden curriculum** is necessary in order to challenge gender inequality effectively.

The **overt curriculum** refers to directly taught subject-matter. The systematic exclusion of women and their achievements from the school curriculum amounts to a denial and devaluing of their contributions. When the exclusion of blacks from the content of lessons is considered simultaneously, it becomes clear that black women and girls make up a group that is doubly marginalised or rendered invisible in the curriculum.

History, for example, is often taught as a catalogue of men's wars, invasions, and inventions. Rarely are women's roles explored – their leadership at home, or their shifting role in the economy during wartime. Still more rarely are feminist perspectives on war explored – the activism of women in movements for peace and social change worldwide, or the questioning of aggression as a 'masculine' approach to resolving conflict. Study of the contributions of individual women past and present – of Ellen Kuzwayo to the anti-apartheid struggle in South Africa, of Sarojini Naidu to the movement for India's independence, of Sylvia Pankhurst to the women's rights movement in Britain – provides important role models.

According to the International Labour Organisation, women do 70% of the world's work, earn 10% of the world's wages, and own 1% of the world's

property; such information could be effectively incorporated into geography and economics teaching. Indeed, the lack of understanding of, for instance, women's dominant role in agriculture in most developing nations, accounts for the failure of many western aid schemes, which target men for education, technical support, and financial credit, and ignore the women who actually do most of the work.

Maths and science texts seldom mention the contributions of women in these fields – the comets discovered by astronomer Caroline Herschel; the advances in chemotherapy made by Dr Jane C. Wright, the first black woman to become dean of a US medical school; or the work on radioactive isotopes by Nobel prize winner Irene Joliot Curie. Illustrations in textbooks should be examined for the extent to which they portray girls as active participants, and examples of practical work should show a balance in their level of interest to both girls and boys.

The English curriculum could reflect a greater appreciation of the richness and diversity of black and white women's writing, with inclusion of works by authors such as Maya Angelou, Betsy Byars, Marjorie Darke, Anita Desai, Jean George and Rosa Guy, to name a few. At the primary level, women in active roles and professions appear in picture books and reading schemes far less frequently than they do in reality. All too often, the families portrayed in such books show the father as the breadwinner, and the mother solely occupied with housework and the care of two children, when in reality only a minority of British families correspond to this so-called norm.

The choice of topic work itself in the primary school may reflect gender bias. Clarricoates (1978) found that primary school teachers tended to select their topics on the basis of appeal to boys. The teachers felt that boys who were uninterested in topic work tended to act in unco-operative or aggressive ways, in contrast to the girls, who quietly 'got on with it'. By using topic choice as a way to manage classroom behaviour, teachers further allow the curriculum to reflect male values and interests.

The **hidden curriculum** refers to the messages about values that the school conveys through various structures, organisational practices, and school rules. The relative scarcity of women in the upper levels of school management, for example, powerfully communicates to students the subordinate role of women, without it being explicitly taught. Similarly, sex-segregated registers, lines, and sports and games (forms of discrimination which would be challenged immediately if carried out on the basis of ethnicity or religion) reinforce notions of difference and inequality.

Teacher–child relationships are a critical aspect of the hidden curriculum. Teachers tend to give a greater proportion of classroom time to interaction with boys. In one study (Spender, 1982) teachers were instructed to interact equally with girls and boys; the maximum share of time given to girls reached 42%, the average being 38%. Significantly, many of the teachers studied reported feeling that the time given to girls was excessive. Over years of schooling, such relationship patterns drive home to both girls and boys a sense of girls' status as being inferior.

Non-sexism, **anti-sexism**, and **feminism** are terms used in work on gender issues. The differences in approach that they represent are worth noting, though writers in the field would by no means all agree on the distinctions drawn below!

Non-sexist classroom work or materials are those in which traditional gender role stereotyping is absent. While not specifically challenging such stereotypes, this approach takes a neutral stance, presenting role models or concepts which, in theory, both girls and boys can find relevant.

Anti-sexist work, by contrast, addresses issues of sexism directly, and attempts to challenge existing stereotypes and forms of discrimination.

A critical feature of this approach is the uncovering of one's own gender stereotypes, often unconsciously held. Also essential is the presentation of alternative role models in topic work, books, audio-visual media, and visitors to the class: women and girls who are courageous and resourceful, who are engaged in non-traditional occupations that require skill and commitment, and men and boys engaged in caring and nurturant roles. The development of assertiveness and action skills for bringing about change may feature prominently too.

Feminist work, some writers would argue, takes a slightly different perspective. It rejects the notion that challenging sexism means merely that girls and women adopt the attitudes, behaviours, and interests that have long been considered 'male', a common misinterpretation by the anti-sexist approach. While respecting and supporting the choice of some girls and women to enter traditionally male-dominated roles and occupations, it also values and dignifies the nurturing, person-oriented functions fulfilled by many women throughout history. Advocates of recognition for the contribution of women's home-based work to the gross national product, or of pay for housework, for example, are promoting a greater awareness of the importance of those complex roles. Traditional feminine values of co-operation, sharing, and support are upheld as essential for *all* members of society, male as well as female; and a rethinking of the patriarchal values upon which western society is based is encouraged.

More important than the labels used to describe these approaches is the notion that an education that prepares children to cope adequately with gender issues will contain elements of all three, with anti-sexist and feminist work being given particular significance.

ABOUT THIS ACTIVITY FILE

The activities in this file are intended for children in upper primary and lower secondary classes, the 8–13-year-old age range. The activities are divided into four sections:

Awareness-raising activities in which stereotypes, including those which may be unconscious, can be confronted and examined. They may often involve a shock or surprise, a jolt of recognition which occurs when confronted with a previously unknown aspect of one's own belief system. Such moments of surprise contain a powerful potential for learning and change.

Research activities which allow children to discover for themselves the extent to which gender discrimination exists in their own environment. The generation of their own data on sexism can be an empowering experience, and one that leads logically to thoughts on action to create change. Such activities can also be useful for those who are sceptical or reluctant to believe that gender discrimination exists.

Group discussion activities which can be used to advantage in conjunction with the awareness-raising and research activities described above. They can take place in pairs, small groups, or with the whole class. They serve as a forum for airing and challenging a range of prejudices.

Role plays and simulations which place participants in situations that enable them to experience the effects of gender inequalities, to take alternative perspectives, and to develop possible strategies and solutions for dealing

with discrimination. In co-educational schools, it is important that small groups working on simulation activities are composed of both girls and boys. This is to avoid placing either sex in the position of being systematically 'discriminated' against, a situation which may raise strong feelings.

Taken together, such activities provide for a variety of learning style preferences, and develop in participants a range of intellectual, social, and affective skills. The medium of co-operative learning predominates; in mixed gender groups girls and boys can thus build more positive relationships through the learning process itself, as well as through exploration of the content.

Gender inequality cannot be dismissed as something that happens to 'somebody else'; without a doubt, most girls, and some boys, will feel they have already experienced some form of gender discrimination in their own lives, often in school. Because of the immediacy of the issues, it is possible that anger and conflict between girls and boys will arise during activities. This will be dealt with most effectively in classrooms where a climate of co-operation, trust, and support for each child's self-esteem has already been established. Such a climate will also facilitate the expression of personal thoughts and feelings that may come up, although there should never be any pressure to divulge such information. (A list of teacher handbooks on self-esteem and co-operative learning is included in the final section for teachers who wish to develop these areas prior to using this file.)

Work on gender issues often places girls and boys in a situation of exploring values and beliefs that differ from those held in their homes. This can be true for children of any ethnic group (including white indigenous Britons), and any social class. Children may also be living in a variety of 'non-traditional' family arrangements. Awareness of and sensitivity to children's backgrounds is therefore essential in this type of work.

Although the activities have been devised with co-educational schools in mind, most can be used in single-sex schools with little or no modification. Exceptions are Activities 12, 14, 18, and 22, in which sharing between groups of girls and boys is central to the procedure.

HOW TO USE THE ACTIVITIES IN THIS FILE

> Teachers have a major role in preparing young people for adult life; . . . It is a world in which the roles of men and women are changing and both sexes are likely to have dual responsibilities for home and work . . .
>
> The ethos of a school should support the school's policy on equality of opportunity by countering stereotypes and prejudice, reducing the effects of discrimination and helping pupils to accept and understand social diversity . . .
>
> (*The Whole Curriculum*, No. 3, National Curriculum Council, 1990.)

As the implementation of the National Curriculum evolves in schools across the country, it is clear that several curricular approaches are possible in bringing awareness of gender issues into the lives of young people. Gender issues can be explored within the context of a school's programme in personal and social education, as a way of promoting '. . . an acceptable set of personal qualities and values which also meet the wider social demands of adult life' (*The Whole Curriculum*, No. 3). For example, Activity 2, **Gender Messagematch**, can help children uncover stereotypes they may

hold, and examine gender-related assumptions and beliefs. Activity 21, **Old Stories, New Endings**, clarifies the impact of gender discrimination and challenges children to find constructive responses. Activity 22, **What We Like about Being Girls/Boys** can encourage more positive ways of relating to each other.

The cross-curricular themes identified by the National Curriculum Council are seen as threads running through topic work or the core and foundation subjects, which '. . . tie together the broad education of the individual' (*The Whole Curriculum*, No. 3). As such, they are full of opportunities for raising gender issues. The theme of Economic and Industrial Understanding, for example, would be incomplete without a picture of women's contributions to the economy, both paid and unpaid, as well as of their patterns of employment. Activities such as No. 20, **Valuable Work**, or No. 25, **The Vegetable Box Factory**, can stimulate lively discussion on economic issues. Awareness of gender roles is also crucial to the theme of Careers Education and Guidance. Activities such as No. 5, **Chris**, and No. 18, **Futures in Common**, can encourage girls and boys to think more deeply about the career possibilities available to them, and how those may be shaped by gender assumptions. The aspect of Health Education which deals with family life is an appropriate vehicle for discussing changing gender roles in the home; and in Education for Citizenship, an examination of the 'benefits and conflicts of living in a plural society' can include exploration of the increased pluralism brought about by changing gender roles in work and society at large.

Activities reflecting women's perspectives can also be incorporated into theme or topic work, a method of structuring the curriculum which is widely used in primary schools. In a theme on 'The Media', for example, Activity 7, **Book Analysis**, could be used to help children understand stereotyping in print; it could also be adapted to analyse gender images on television. Activity 17, **Visitors from Another Planet**, encourages children to look at gender messages in advertising. In a topic on 'Machines', Activity 15, **Tools around the Home**, examines gender-influenced patterns in the use of a range of common machines. In a topic on 'Transport', Activity 1, **Gender Picturematch**, can promote awareness of stereotyping and discrimination if a number of pictures are used that show women employed as drivers, conductors, pilots, etc.

It is worth pointing out that the activities in this file can also support a number of the National Curriculum attainment targets for English and mathematics. Activity 4, **Adjectives**, and Activity 16, **Watch Your Language!** involve analysing critically and revising written language, and understanding its structure and purpose; both would be appropriate for use in an English class. Activity 10, **Playground Survey**, challenges students to use in an integrated fashion a range of mathematical skills, such as finding areas, understanding scales in mapping, counting, timing, and recording findings appropriately. The matrix that follows is intended as a guide for those who wish to incorporate work on gender into the teaching of these core subjects.

Activities and attainment targets for English and mathematics

Activity targets	English: A.T. 1, Speaking and Listening, levels 1–10	English: A.T. 2, Reading, levels 2–10	English: A.T. 3, Writing, levels 1–10	Mathematics: A.T. 2, Number, levels 1–6	Mathematics: A.T. 4, Shape and Space, level 8	Mathematics: A.T. 1, Using and Applying Mathematics, levels 1–10	Mathematics: A.T. 5, Handling Data, levels 2–6
1 Gender Picturematch	●						●
2 Gender Messagematch	●	●	●	●			
3 Portraits	●	●	●				
4 Adjectives	●	●	●			●	●
5 Chris	●	●	●				
6 Linda's Day	●	●	●				
7 Book Analysis	●	●	●	●		●	●
8 Verbs	●	●	●			●	●
9 Who does What in Your School?	●		●	●		●	●
10 Playground Survey	●		●	●		●	●
11 Nursery/Infant Classroom Survey	●		●	●		●	●
12 I Woke up One Morning	●	●	●				
13 Corners	●	●		●		●	●
14 Girls' Toys/Boys' Toys	●		●	●		●	●
15 Tools around the Home	●	●		●		●	●
16 Watch Your Language!	●	●	●				
17 Visitors from Another Planet	●	●	●				
18 Futures in Common	●		●				●
19 A Woman's Work is Never Done	●	●	●	●		●	●
20 Valuable Work	●	●		●			●
21 Old Stories, New Endings	●	●	●				
22 What We Like about Being Girls/Boys	●	●	●				●
23 The Biscuit Game	●	●		●		●	
24 Gender Role Plays	●	●	●				
25 The Vegetable Box Factory	●	●		●		●	

References to Attainment Targets in Mathematics are based on the DES Proposals for Mathematics 5–16, May 1991.

GENDER PICTUREMATCH

Potential

A lively way to introduce children to the concept of stereotyping, and to help them identify and discuss some of their own gender stereotypes. The activity develops visual recall and descriptive language skills.

Time

20–30 minutes.

Materials

A set of photographs of women and men, girls and boys, engaged in stereotyped and non-stereotyped roles or occupations. *Doing Things* or *Working Now* (see **Classroom Resources** section) are two potential sources of photos; magazine or newspaper pictures may also be used. Photos should be cut into three pieces, one revealing the gender of the person in the photo, and the other two giving indications of what the activity being performed is, but no clues to the gender of the person doing it. (See illustrations on the following page.)

Procedure

Children choose a piece of a photo, and are given two minutes to look at it in detail. Then, keeping the piece out of sight, they walk around the room meeting others and describing their part of the picture. Those who think they form a group move around together until they are sure that they have completed their picture. At this point, they describe their picture to the teacher, who confirms whether or not it is complete. If not, they continue the description process.

When all the photos are complete, the class should discuss the activity:

- What was easy or difficult about it?
- What did you expect to see in the rest of your picture? Why?
- What, if anything, did you find surprising about your picture when you saw it complete?

Variation

Younger children can have photos cut into only two pieces, and can walk around the room looking at each other's pieces and trying to find two which match. With older groups, photos can be cut into four pieces.

Source

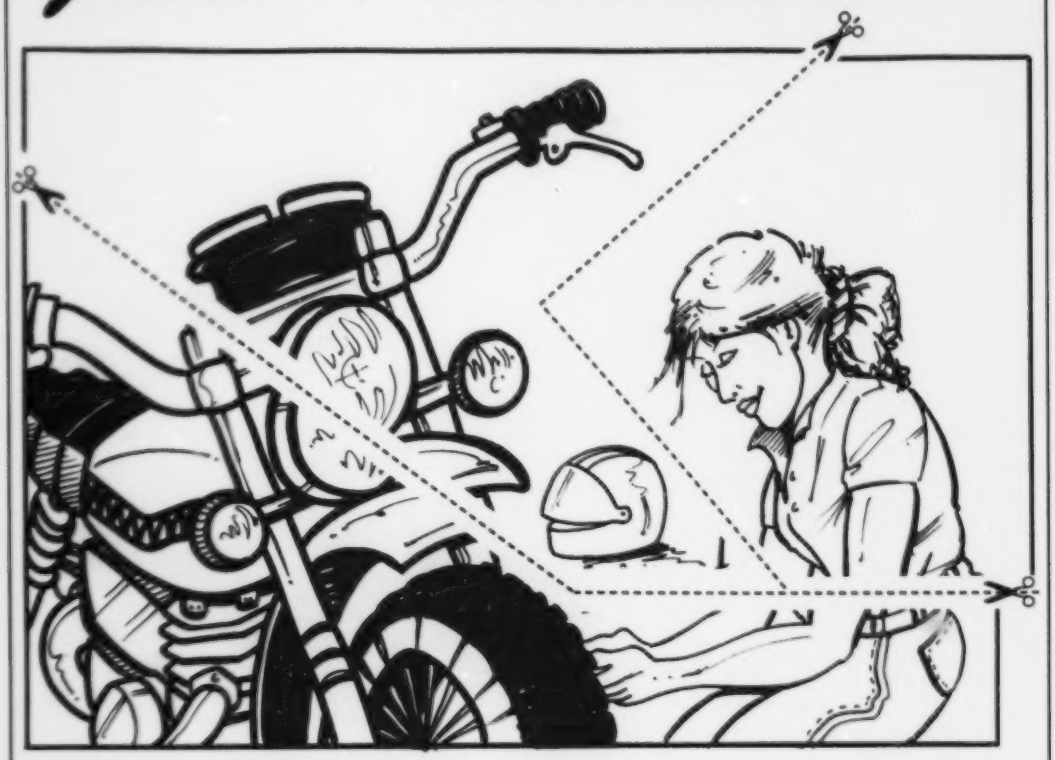
From an idea by Graham Rowland, Feniton Primary School, Devon, described in Pike and Selby, *Global Teacher, Global Learner*.

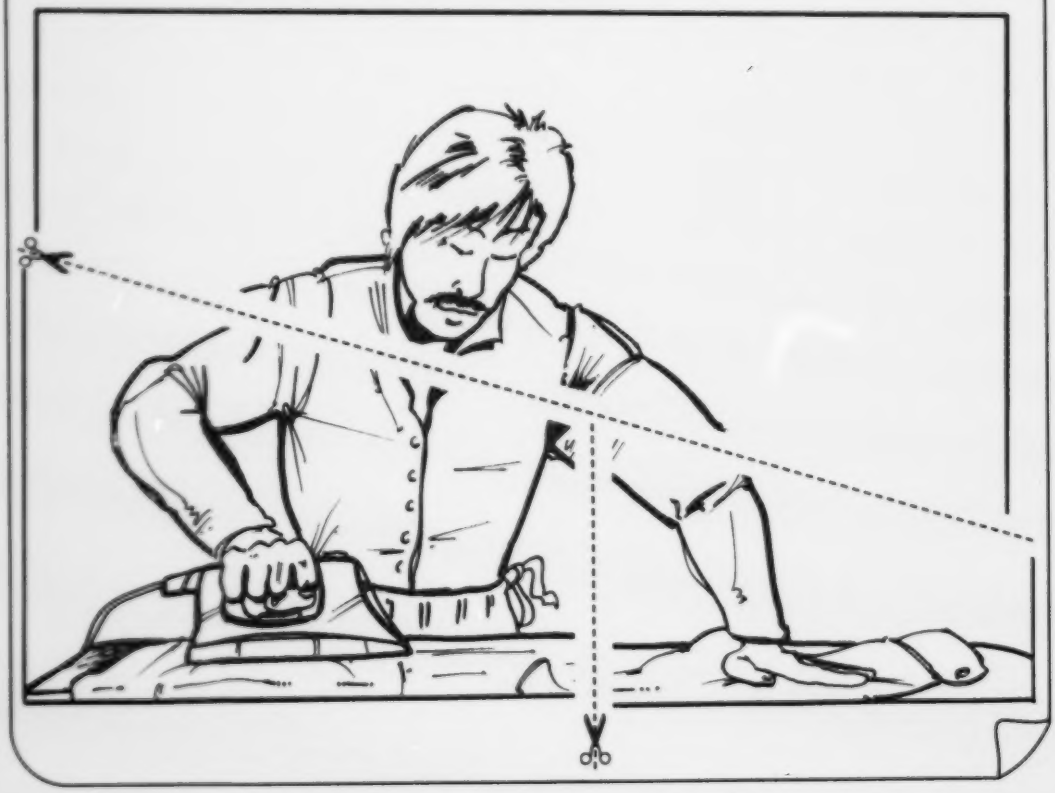
TEACHER COMMENT

'Good discussion followed – difficulties encountered were as expected: preconceived ideas about who should do various jobs. Some children began to panic when they couldn't find anyone else to form a group!' *A Dorset teacher of 8-9 year olds.*

'The children loved it – they've been clamouring to do more of the same!' *Head of English in a Dorset secondary school who used the activity with second years as part of a Drama Department course for teachers on 'Drama in PSE'.*

Gender Picturematch





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GENDER MESSAGEMATCH

Potential A way to raise discussion of gender stereotyping and help children identify some of their own stereotypes, involving basic reading comprehension skills.

Time 30 minutes.

Materials A set of sentences that contains non-stereotyped messages about gender. These are typed on strips of paper, which are cut into two pieces, so that one half reveals the action being performed, and the other half reveals the gender of the actor. There should be enough so that each member of the class has one piece of a message. Sample sentences that can be used are included on the following page.

Procedure The sentence pieces are placed face down on a table in the centre of the room. Each person takes one piece and walks around the room trying to find someone whose piece completes the message. When all the messages are complete, the pairs read their sentences aloud. This is followed by a discussion, to draw out and examine any stereotypes which may be held by the group:

- Was the activity difficult or easy? Why?
- What did you expect the other half of your message to be?
- Were you surprised when you read the whole message? Why?

Variation The messages can be cut into three pieces for older students.

Source Adapted from an idea by Graham Rowland, Feniton Primary School, Devon, described in Pike and Selby, *Global Teacher, Global Learner*.

TEACHER COMMENT

'The children enjoyed this activity and it generated a great deal of discussion. Throughout, the girls were quite able to accept that both sexes might be found doing jobs not normally associated with them, but the boys found it much harder.' *A teacher of 9 year olds in Leeds.*

'Non-stereotypical messages about adults were less threatening to them. "The boy carefully arranged the furniture in the doll's house" caused a stir! But they seemed to begin to realise that the world is wider than their own personal situation and it raised awareness of other family situations, other experiences. They went on to discuss how plans could be made to change stereotypical images, e.g. advertisements on TV' *A teacher of 10–11 year olds in Huddersfield.*

'Splendid, stimulating idea. An excellent discussion followed this exercise, concerning toys, television and what messages they have for children – how they shape stereotypes.' *A secondary school English teacher in Leeds who used the activity with a class of first years.*

Activity 2

Gender Messagematch

The nursery school teacher planned	a trip to the park for his class.
Mother worked all day	laying new tiles in the bathroom.
The electrician replaced all the wires	she felt were unsafe.
The secretary took the letters to the post office as soon	as he had finished typing them.
The astronaut was in training for	her first space flight.
The car mechanic was able to repair the engine	in less time than she had expected.
The pilot landed the airplane safely though the fog	made it impossible for her to see.
Dad enjoys watching television	while doing the ironing.
John was thrilled when he	finished knitting the jumper.
After reading the morning newspaper at breakfast,	Mum hurried off to the office.
After finishing the maths problems, Janet went to the	woodworking bench to build a model boat.
The boy carefully arranged the	furniture in the doll's house.
Dad wanted to finish doing the	washing before preparing dinner.
Dad ran to give the	baby a cuddle when it began to cry.
When the boy fell and cut his knee, he	began to cry.
The ballet dancer practised an extra hour each day as	his new part was very difficult.

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PORTRAITS

Potential An involving and enjoyable exercise that promotes a lively discussion of gender roles. It encourages co-operative work, and draws on children's language and artistic abilities.

Time One hour; or one class period for drawing, and one for discussion.

Materials Blank paper for each child.

Felt-tip pens in a variety of colours.

Copies of the personality descriptions given below.

Procedure The class forms pairs; each pair receives a sheet of blank paper and one of the descriptions. There should be at least four pairs working on each description. Their task is to work together to draw a portrait of the person they think gave each description.

If time permits, pairs can draw more than one portrait.

Once the portraits have been drawn, they are grouped and displayed around the classroom with a copy of the corresponding description. The class then has five minutes to circulate around the room and look at all the portraits, before returning to their seats for a full discussion.

In the discussion, stereotypes that have appeared in the drawings can be examined:

- Why did they decide that a particular type of occupation or lifestyle was a woman's or a man's?
- Could a person of the opposite sex also have described themselves in the same way? Why or why not? (This may raise issues of both the type of occupation described, and the language used to describe it.)
- Were persons from a range of ethnic groups portrayed? If so, which occupations were they associated with? If not, why not?
- What skills are required for the occupations described? Are any of those skills specific to one gender only?

Variation 1 Portraits can be drawn individually, rather than in pairs, and the results presented in the same fashion.

Variation 2 Each pair can be asked to write a brief statement explaining why they chose to draw the person the way they did.

Variation 3 Children can mime the description, and the rest of the class can try to guess who is doing the job.

TEACHER COMMENT

'A very successful activity that brought up lots of discussion about men, women, and the elderly. All the portraits were of white people. When I asked about this, only one group said they had considered drawing a black person; they had had the description of the person who got caught stealing and went to prison. They also assumed it was a male. It made me realise how serious this whole business of changing stereotypes really is.' *A Leeds secondary school teacher who used the activity with a second year PSE class.*

Portraits

1

1 When I was younger, I used to work doing sewing in a clothing factory. Now I am retired, so I don't work there any more. I live by myself in a tidy little bungalow. I have my cat, Ginger, to keep me company. But sometimes I do get lonely. I look forward to the weekends, because sometimes my grandchildren come to visit me. They are so sweet! I always have some special chocolate biscuits to give them when they come.

2 I left school when I was 16, and got a job in a fish and chip shop. But business was slow and I lost my job. I lived with my mother, but I never had money to do the things I wanted to do, like go out with my friends to the cinema, or buy some new clothes. When I was 18, I tried to steal some clothes from a shop, but I got caught, and had to go to prison for a short time. It was terrible there. Now that I'm out, I would like to get on a job training scheme. Perhaps I could learn carpentry.

3 I am a doctor in a hospital in a big city. I work hard, but it makes me feel good to help people get well. I know all about different types of medicines, and operations that can save people's lives. I had to study in university for several years – things like chemistry and biology. I don't live in the city – I have a house in the country. It's nice to go home to some peace and quiet after a hard day in the hospital. I like to work in my garden.

4 When my children were small, I worked part-time as a secretary. Time went by, and as my children grew up, I began to think, 'I miss being around little ones'. I decided to train to be a teacher, and I've never been sorry. I teach reception class now. I enjoy watching small children learn to read and write, and being there to help them. I love all the other things we do, too, like painting and singing and taking trips to the park.

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Portraits

2

5 I am an architect. My job is to draw plans for new buildings. I don't do the building myself – other workers do that! To be an architect, you need lots of imagination, to know what kind of buildings people want, how much space, how many windows, where the staircases will be – so many little details! My work is never boring, because no two buildings are exactly the same. I feel so proud when I see a building that I have planned actually get finished – and I know that every time I go down that street, it will be there for me, and many other people, to admire.

6 I am married to a post office clerk. I stay at home and look after our two children. Some people would say I don't work. But looking after the house and two children is a big job! I have to shop, prepare the meals, wash the dishes, wash the clothes, do the ironing, and then there's all the work of cleaning the house. At the same time, I have to keep an eye on the children – to make sure they're safe and happy, to teach them all the little things they need to know, such as how to wash and dress and feed themselves. I love my children, and I like taking care of the house, though I sometimes wish I could have a job outside home – maybe at the post office!

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ADJECTIVES

Potential

A useful way to examine gender-stereotyped associations that may exist regarding personal characteristics. The activity can be incorporated easily into an English lesson.

Time

30–45 minutes.

Materials

Paper and pencil for each child.

Procedure

An adjective is written on the chalkboard, and the class is told that their task is to write a sentence using that adjective. The adjective must be used to describe a person, or something the person has done. The children are to give that person a name, and include the name in the sentence. (It should be made clear that this is not a test, and that spelling is not the main concern.)

For example, a sentence using the word 'powerful' might be:

'Leila is a powerful swimmer.'

Below are some suggested adjectives to use:

strong, weak
timid, brave
wise, silly
little, big
rough, gentle
nice, naughty
noisy, quiet

It is not necessary to go through the whole list – three or four adjectives should be sufficient. More may be used by repeating the exercise during two consecutive periods.

Once the sentences are completed, a chart can be prepared on the chalkboard as follows:

Adjective	*Girls/Women*	*Boys/Men*
Strong Weak Timid Brave (etc.)		

For each adjective used, the children are asked to raise their hands if the subject of their sentence was a girl or a woman. The number is recorded in the appropriate column on the chart. They are then asked for a show of hands from those who used a boy or a man as the subject of their sentence. (Alternatively, the sentences can be cut into strips and Blu-Tacked onto the appropriate column.) Once this has been done for each adjective in the list, the results are discussed.

- Which adjectives were associated more with girls/women? With boys/men? Why?
- How do these associations come about?
- Are they always true?
- Can you think of examples of persons who do not fit these stereotypes?

Variation The class can work in pairs to compose and write their sentences.

TEACHER COMMENT

'The children coped very well with the activity, and were able to offer a variety of reasons for the stereotypical results obtained from the sentences they had written. Their main concern was with the influence of the media in shaping their attitudes toward males and females.' *A teacher of 10–11 year olds in Liverpool.*

CHRIS

Potential

A powerful way of helping children see the ways in which gender shapes our assumptions and expectations about the future, in terms of education, occupation, and family roles.

Time

30–45 minutes.

Materials

Three copies of each of the two versions of the 'Chris' story, pencils.

Procedure

The class is divided into six mixed-gender groups of four or five children each. The groups are told that they are going to receive a description of a person named Chris; they are to read the description and answer the questions on the sheet.

Three groups are given the 'female' version of the Chris story and three groups the 'male' version. Ideally, the three groups with the identical story should work in a separate room. If this is not possible, the groups should separate as widely as they can in the classroom, so that they cannot overhear each other's discussions.

After about 15 minutes, the groups come together for feedback. One group at a time reports the answers to each of the questions on their sheet. On the chalkboard, these answers are recorded in two columns, depending on whether the group had the female or male version of the story. It should not be revealed that there are two versions of the story; as the groups hear each other's answers and discussions, they should discover this for themselves. If differences appear between the answers for the female and male versions, these can be thoroughly explored. For example, caring for a family often figures in the occupation of the female Chris; this is less often true for the male Chris.

Variation

Children may draw pictures to answer questions 2 and 3, and still participate in the group feedback.

Source

Adapted from an idea for in-service training devised by Christine Newman, University of York DAES thesis, 1986.

Chris

Chris is 11 years old. He was very quiet in his class in infants. He is still a bit shy when talking in front of the whole class, but likes to work in small groups. He has many friends, and other children like his clever ideas. He is good at writing his own stories, but has trouble with maths. He likes to do experiments in science, and to work on the computer. He is helpful to others who have a hard time.

After school, Chris likes watching television. He reads a lot, especially mysteries and stories about animals. He likes to play in the park with his friends, and sometimes looks after his little brother there. He helps with the dishes if he is asked to.

Chris is not sure what he wants to do when he leaves school, but he'd like to earn enough money to go out with friends at weekends, and buy the cassettes and clothes that he likes.

1 At what age do you think Chris will leave school?

2 What do you think he will be doing one year after leaving school?

3 What do you think he will be doing when he is 30 years old?

Chris is 11 years old. She was very quiet in her class in infants. She is still a bit shy when talking in front of the whole class, but likes to work in small groups. She has many friends, and other children like her clever ideas. She is good at writing her own stories, but has trouble with maths. She likes to do experiments in science, and to work on the computer. She is helpful to others who have a hard time.

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Chris is not sure what she wants to do when she leaves school, but she'd like to earn enough money to go out with friends at weekends, and buy the cassettes and clothes that she likes.

1 At what age do you think Chris will leave school?

2 What do you think she will be doing one year after leaving school?

3 What do you think she will be doing when she is 30 years old?

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LINDA'S DAY

Potential

A graphic way to demonstrate the effect that gender discrimination has on the self-concept of girls. The activity also helps students explore ways to handle such discrimination, and action that can be taken to prevent it.

Time

60–75 minutes, or two class periods.

Materials

For Step 1, one copy of the 'Linda's Day' story, and a copy of the sheet which reads *'Linda – a very special person'*

For Step 2, one copy of the 'Linda's Day' story for each group of four, pencils, glue.

Procedure
Step 1

The class sits in a circle, and the *'Linda – a very special person'* sheet is given to one child to hold. The class is told that this represents how Linda feels inside about herself.

They are then told that they are going to hear a story about Linda. Every time the children hear an incident in the story in which Linda receives a 'put-down', a negative response, or is treated differently or unfairly because she is a girl, the child holding the sheet is to tear a small strip off the sheet, and pass it on to the next child in the circle. The torn-off bits are to be placed in the centre of the circle.

At the end of the story the class discusses the effect of the various put-downs and instances of unfair treatment on the way Linda feels about herself (represented by the piece of paper that has been passed around). Typical responses might include 'There's not much left' or 'She's all in pieces.' The class can be helped to see the parallel between what has happened to the paper and the way that discrimination affects one's sense of self. They can also discuss any instances of gender discrimination they may have encountered.

Step 2

A copy of the 'Linda's Day' story is given to each group of four children. They are asked to read through the story, to locate all the negative experiences, and to rewrite those sections so that Linda has a day that leaves her feeling 'whole' and good about herself. Rewriting may be done on the original copy. The completed stories are read aloud to the whole class. Alternatively, they can be displayed around the room, and the class given time to circulate and read them all.

After hearing/reading the stories, a group of children can also paste together the torn bits of the '*Linda . . .*' sheet so that it is returned to its original state.

Variation

In Step 2, the story can be cut into shorter segments, each containing several incidents of discrimination. Children can work in pairs to rewrite these, and then collaborate with other pairs to reassemble the whole story, a more manageable task for younger children.

Source

Adapted from an idea devised by Frankie Galloway in her University of York DAES thesis, 1987.

Linda's Day

This is a story about a girl called Linda. She is the same age as you. She lives with her mother, father, and twin brother named Peter.

One day, Linda wakes up and lies in bed for a few minutes, thinking about going to school. She feels good.

She gets dressed and combs her hair. As she goes into the kitchen, her mother is saying to Peter, 'You've done all your buttons up properly today, and combed your hair all by yourself! What a good boy!' She doesn't say anything about how Linda is dressed.

Mum has made breakfast for Peter, who is already eating. Her mother says, 'Linda, you're a big girl, you can make your own breakfast today. I have to go next door to the neighbour's with some bread – she hasn't got any, but she can't leave the baby.' So Linda makes herself some toast and pours a glass of orange juice.

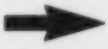
When her mother comes back, they all walk to school with Peter's best friend Mike. Peter and Mike always run ahead to the corner, but Mum stays close to Linda.

When Linda gets to school, her teacher tells the class that today they will all choose a book, read it, and write a short report on it. Linda looks through the reading corner; she wants to be a scientist when she grows up, so she is trying to find a book about a famous woman scientist. She can't find one, so she has to take one about a boy who builds model cars.

After an hour, Linda's teacher says, 'Put your pencils down, it's time for assembly . . . Boys, line up at the door . . . now girls line up.' When they get to assembly, Linda finds that she is sitting at the end of the row. She feels happy, because that means the teacher will be sitting next to her, and Linda likes to hear the teacher sing. But when the singing starts, there is a boy who isn't paying attention, so the teacher tells him to come and sit next to her, and Linda has to sit in his space.

After assembly, the class does maths. Linda has a weighing job to do, but two boys are using the scales. Linda asks them to share, but they say they haven't finished. Linda hasn't got time to finish her work.

There is pizza for dinner today, Linda's favourite. Everyone eats quickly because it tastes so good. One of the dinner supervisors says to Linda, 'Where are your manners? That's no way for a young lady to eat!'



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Linda's Day

2

In the playground, some boys are running races. Linda runs races with her brother at home, and she is just as fast as he is. She asks the boys if she can have a go. They say, 'Girls can't run as fast as boys! We don't want any girls in our team.' Linda watches them until the bell goes.

The children line up to go inside, girls in one line and boys in another. The teacher wants to be sure the boys don't run and push in the corridor, so they go inside first. Linda wishes they would hurry, because she is getting cold standing and waiting to go in.

The teacher asks the children to talk about the books they were reading this morning. Linda raises her hand to say she thinks there should be more books about women scientists, but the teacher asks two boys first, and before Linda gets a chance to speak it is time for music.

The children are learning a new song and using musical instruments to accompany it. 'Who wants to play the large drum?' asks the teacher. Linda raises her hand, but the teacher gives the drum to one of the boys, and the two small drums as well. 'Here, Linda, you can join these three girls who are playing the triangle – I'm sure you'll tap it very gently,' says the teacher. So Linda plays the triangle.

It's time to go home. Linda walks across the playground to meet her brother and Mum at the gate. On the way, one of the older boys calls her a name; Linda doesn't know what it means, but she thinks it sounds rude. She doesn't tell her mother in case she gets angry.

They stop at the park for a while on the way home. Linda wants to play on the big climbing frame, but a group of boys says, 'Go away! This is our castle!'

At home, Linda watches television with her brother. It's an exciting programme about outer space. Her mother says, 'I need some help in the kitchen. Linda, you come and help me, that's a boys' programme anyway.'

At tea, Linda wants to ask her father if he knows of any women scientists, but he is busy talking with her brother about the races he was in at school today, and about a rugby match. So she finishes her tea and goes to do her homework.

Linda has to do maths for homework. She has to do a problem about how far a boy named John can hit a cricket ball. Linda wonders why there aren't more girls in her maths book.

Finally it's time to go to bed. Linda sleeps well. When she wakes up she lies in bed thinking about going to school, and she feels good.

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Linda's Day

3

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Linda's Day

4

Excerpts from 'Linda's Day' as revised by a group of 8–9 year olds

. . . Her teacher tells the class that today they will all choose a book, read it, and write a short report on it. Linda looks through the reading corner. She wants a book about a famous woman scientist. And after a while she finds one.

. . . After assembly the class does maths. Linda has a weighing job to do but two boys are using the scales. Linda says, 'Will you share the scales?' They say, 'Okay, you use the scales, we've finished.' Linda has time to finish her work.

. . . The teacher asks the children to talk about the books they were reading this morning. Linda raises her hand to say she thinks there should be more books about women scientists. Linda goes first and tells everybody what she read.

. . . Soon it was time for music. The children are learning a new song and using musical instruments to accompany it. 'Who wants to play the large drum?' asks the teacher. Linda puts up her hand and the teacher gives Linda the drum and the small ones too. 'Linda, you can join the boys at the drum – I'm sure you'll hit it very hard,' says the teacher.

. . . At home Linda watches television with her brother. It's an exciting programme about outer space. Her mother says, 'I need some help; Peter, come and help me, that's a grown-ups' programme anyway.'

. . . At tea, Linda wants to ask her father if he knows of any women scientists. 'Yes, Linda, oh yes, there was one called Christie. I've got a book about women and girl scientists. I think you should be a scientist.'

. . . Linda has no homework to do. Because her dad was so kind she can read the book on scientists.

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BOOK ANALYSIS

Potential

A way of helping children to think analytically about books, and to represent data graphically. It can also help them to focus on the interaction of race and gender issues in media representation.

Time

30–45 minutes, or two class periods, depending on the length of book.

Materials

A 'Book Analysis' form for each pair of children.

Procedure

Each pair of children is asked to select a short book from the class reading corner or the library. They read through the book and complete the 'Book Analysis' form.

When each pair has completed their form, a bar graph can be made to tabulate the class results. The bars can be labelled 'Black girls/women', 'White girls/women', 'Black boys/men', and 'White boys/men'. This will give an overview on the degree of equality represented in each group in the selection of library books.

Other graphs may be made to analyse further the contents of the stories. For example, a bar graph could be made to show 'Number of problems solved by black girls/women', 'Number of problems solved by white girls/women', etc.

Variation

The form can be used to analyse books from the class reading scheme, a short television programme, or a commercial.

With younger children, or those who have little familiarity with issues of stereotyping, it may be easier to ask them to begin by analysing a book for numbers of female and male characters only, and to introduce the issue of race in a similar exercise with a second book.

Follow-up

Children can create a card file or a notebook containing their assessments of individual library books for others in the school to consult.

Groups can write letters to authors/publishers, either commending them for the range of non-stereotyped roles portrayed, or suggesting guidelines for non-stereotyped portrayal of women and blacks in future works.

Children may try rewriting or reillustrating books that show evidence of bias or discrimination.

Book Analysis

Important Characters

	Black girls/women	*White girls/women*	*Black boys/men*	*White boys/men*
How many are there?				
What do they do most often?				
Who has a problem? What is it?				
Who solves the problem?				

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VERBS

Potential This activity encourages children to think critically about gender bias in popular media, and the role of language in creating and maintaining that bias.

Time 30–45 minutes.

Materials A selection of comics, including equal numbers of those intended for girls and for boys.

Procedure The class is divided into groups of four. Each group is given one story from either a girls' or boys' comic. Each group is told that their task is to make a list of all the verbs they can find in their story. (They may wish to exclude forms of the verb 'to be', such as 'is' 'was', etc.)

After completing the lists, each group joins together with another that had a comic intended for the opposite gender group. The following points can be discussed:

- How do the two lists compare?
- Were the numbers of verbs similar?
- What differences can be found in the types of verbs used?
- Which group had more 'active' words?
- Which had more 'feeling' words?
- What other categories might you devise?

Example Below are two lists of verbs taken from typical boys' and girls' comics. (Forms of the verb 'to be' have been excluded.)

Verbs from one page of a boys' comic			*Verbs from one page of a girls' comic*	
happened	intends	need	wants	fit into
created	invade	patrolling	arrived	talk
gone	found	intercepted	scoffing	giving
saved	captured	learned	have (×2)	has
fade	escape	do	share	got (×2)
awake	brought	beat	went out	love
pursuing	return (×2)	know	tell	look after
face	fought		talking (×2)	

Students can apply a similar analysis to other parts of speech in the comics, such as adjectives or nouns. Are there differences in the colours used in girls' and boys' comics? How do the visual images differ? Are black girls and women portrayed differently from white girls and women?

Variations An analysis of this sort will generally reveal a predominance of words describing violent, aggressive, dangerous or daring actions in the boys' comics. Girls' comics will tend to have verbs describing more passive activities, and more verbs pertaining to the emotions.

Follow-up The activity could lead to a discussion of what the makers of comics assume about girls and boys. Letters could be written to publishers of comics, expressing opinions about the portrayal of gender roles. The class could also try making their own comics which would appeal to both girls and boys from a range of ethnic groups.

WHO DOES WHAT IN YOUR SCHOOL?

Potential

Using language and mathematics skills in an integrated way, the children develop basic research skills that allow them to detect gender-influenced patterns of employment that may exist in their immediate environment, the school. Interviewing staff may help clarify the reasons people have for choosing certain types of employment, and encourage children to reflect on their own choices of future work, as well as on the economic and social pressures which may influence those choices.

Time

Several periods.

Materials

Paper and pencils, a tape recorder (optional).

Procedure

Step 1

Small groups survey the staff in their school to determine which jobs are done by women and which by men. In a primary school, they can count the number of women and men who teach children aged seven or younger, and compare it with the number who teach children over the age of seven. In a secondary school, comparisons can be made of the number of men and women teaching in different subject areas. They can note the gender of the head and deputy head, kitchen staff, playground and dinner supervisors, cleaners, and caretakers.

The results are presented on a chart or graph, and patterns that emerge are discussed:

- What might be the explanation for the predominance of women or men in particular types of work in schools?
- Which of these jobs are more valued, or considered to have higher status?

Step 2

Small groups can interview members of the staff who are willing to participate (use of a tape recorder can be helpful here). Bearing in mind any patterns of employment that may have emerged in Step 1, they could ask staff for their explanations of those patterns. Other questions could include:

- How did you come to do this type of work for a living?
- How do you feel about it?
- Do you think you will be doing it for a long time to come?
- What would you think of a person of the opposite sex doing the type of work you are doing now?
- If you had been born a member of the opposite sex, do you think you would still be doing this type of work? Why or why not?
- If you think you would be doing something different, what would that be? Why?

Groups may develop their own questions as well. A full discussion can be held to report the results of the interviews.

Variation 1

Looking at one job at a time, the class can brainstorm a list of the skills required to do such work successfully. They can then discuss the following questions:

- Are women/men born with these skills?
- How do people learn these skills?
- Are any of these skills ones that a woman/man could not learn?

Variation 2

Understanding can be extended through role play, in which one child is applying for a job, and a second child is interviewing. Jobs can be both traditional (girl applying for cleaner's job), or non-traditional (girl applying for caretaker's job).

BEST COPY AVAILABLE

PLAYGROUND SURVEY

Potential

A way of helping students examine sexism in one part of their local environment, the playground, and consider issues of justice in an immediately relevant way. Skills involved include mapping, counting, time-keeping, recording and graphing.

Time

Full morning, or several class periods during a week.

Materials

Large paper and pencils, A4 paper, a clipboard, a watch or stopwatch.

Procedure

Step 1

Children work in mixed-sex teams of four to make a large map of their playground. They should note the different areas and what types of play activities normally go on there (football, chasing games, skipping, hopscotch, sitting or standing quietly, other).

Step 2

In groups of four, they are assigned a five-minute session of their playtime in which to conduct a survey of how many girls and how many boys are involved in a particular type of activity in the playground.

For example, if one team of four is assigned to monitor the area usually used for football, the group members decide among themselves who will perform each of the following roles:

Timekeeper: holds the watch, tells others when the five minutes begins and ends.
Counter No. 1: counts the number of girls who play football during the five minutes.
Counter No. 2: counts the number of boys who play football during the five minutes.
Recorder: notes down the results on paper.

Other teams may be assigned to monitor the skipping rope area, chasing games, a quiet area, and so on. Those who are responsible for counting should be reassured that their count need not be 100% accurate, as it is difficult to count children in motion.

Step 3

Back in the classroom, the teams share their results with the rest of the class; the information can be recorded on the large playground maps in the appropriate space, or in graph form.

Discussion should then focus on patterns that emerge:

- Are there any areas or activities that are used mainly by girls? Why? By boys? Why?
- Are there areas that are shared more or less equally by both boys and girls? Why?
- How do you feel about the results? Why?
- Should changes be made in the use of playground space? Of what sort?
- How could such changes be brought about?

Further discussion might focus on the roles that boys and girls took within their teams while doing the survey. Did any patterns emerge? How were the different tasks assigned?

Variation 1 Teams can carry out their surveys on different days, or over the course of several days during the week.

Variation 2 Older children might attempt to calculate the area, in square metres, of the different sections of the playground being studied. How many square metres are used for activities dominated by girls? By boys? Is this fair?

Variation 3 Lower secondary or top junior students might carry out the same survey on the infants' playground. Are there any similarities or differences in the results found? How might they account for these? Do younger children seem more or less gender-stereotyped in their play? Why?

Follow-up Action projects might include:

- negotiation of playground 'rights' between girls and boys in the class;
- presentation of survey results to other classes, or in assembly;
- writing recommendations to headteacher, playground supervisors, on ways to improve the playground.

TEACHER COMMENT

'The activity was useful to highlight the issue of "boy domination" in the playground, and promoted the need to question this. The children were thinking more deeply by the end of the survey, asking "How does this come about, and why?"' *A West Yorkshire teacher of 10–11 year olds.*

NURSERY/INFANT CLASSROOM SURVEY

Potential

This exercise uses research skills to enable children to reflect on how gender-stereotyped behaviour develops in young children, and what strategies encourage or discourage such behaviour.

Time

One full morning, or several class periods during the week.

Materials

Large sheets of paper, A4 paper and a clipboard, pencils, a watch or stopwatch.

Procedure
Step 1

Mixed-sex teams of four visit a nursery or reception class and make a map or floor plan showing the different areas or learning centres: block-building, painting, art, dramatic play, reading corner, science, and any others.

Step 2

As in the Playground Survey each group chooses an area of the room to observe, and roles are allocated within the group: timekeeper, scribe, and two counters, one for the girls using that area, and one for the boys. Indoor observations may be more effective if carried out over a slightly longer period of time, ten minutes for example.

Step 3

Once all teams have made their observations they pool their results, recording them on their floor plans, or in graph form.

Discussion should focus on questions like those asked during the Playground Survey:

- Were there any areas used mainly by girls? What might be the reasons for this?
- Were there any areas used mainly by boys? What might be the reasons for this?
- Were any areas used equally by both girls and boys? Does the use of space seem fair?
- Would the patterns in use of space cause any future problems for girls? For boys?
- Would those patterns have any long-term benefits for girls? For boys?
- Are any of the patterns you observed similar to patterns of interest among students in your own class?
- Would you recommend any changes to be made in nursery/infant classrooms on the basis of your observations?

Variations

As with the Playground Survey, the actual size of each area could be calculated, and the fairness of allocation of space to girl-and boy-dominated activities considered.

Older students could ideally compare two classes, one of three year olds, and one of five year olds, and report on any trends they discover.

Follow-up

The exercise can be used to encourage an interest in the welfare and development of younger children, which may be particularly important in terms of developing anti-sexist attitudes in boys.

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To extend such interest, a programme of participation in nursery classrooms could be organised for older girls and boys. They could concentrate particularly on areas of the classroom where gender stereotyping is obvious: girls, for example, could work with blocks or other construction materials with younger girls, encouraging them to become involved and being the model for nursery children for the acceptability of such work; boys might participate in the dramatic play area, encouraging an exploration of a range of roles by younger boys.

The success of this activity presupposes the availability of nursery/infant classrooms that are organised around a number of different learning areas, and allow for some degree of choice by the children; the co-operation and support of sympathetic nursery/infant teachers is also necessary.

I WOKE UP ONE MORNING

Potential

This activity encourages girls and boys to take each other's perspective, to 'get inside each other's shoes and walk around in them'. In the discussion which follows, children can challenge and give feedback on each other's perceptions of girls' and boys' lives.

Time

One hour, or two to three class periods.

Materials

Paper and pencils for writing.

Procedure

Children are asked to close their eyes and reflect upon a typical day in their lives, beginning from the time they get up in the morning, to getting dressed, eating, going to school, the various parts of the school day, coming home from school, any after-school activities, mealtime, activities after eating, getting ready for bed, and ending with going to bed.

They are then told to imagine that they have had a good night's sleep, and have just woken up, ready to start another day. They go to the bathroom to wash their faces, but when they look in the mirror, they discover that a change has taken place during the night! Everyone who was a boy the day before is now a girl; everyone who was a girl the day before is now a boy.

They then write a story about what their day would be like, and how it would be different from the day before.

Once the stories are completed, the students break into small groups to discuss them. This can be done first in single-sex groups. They can then move to mixed-sex groups of four to six; girls can listen to boys read out their stories and give feedback on whether they agree or disagree with boys' concepts of what being a girl is like; boys can then do the same for the girls' stories.

Variation

Rather than simply imagine their typical day in the first part of the exercise, the children can be asked to write about it. They can then compare their two stories.

Children can also be asked to work in pairs to write stories jointly.

TEACHER COMMENT

'A lot of interesting discussion; i.e. girls want to play football, boys would like to play "families" in the playground, but feel silly.' *A Dorset teacher of 8–9 year olds.*

'Enjoyed by most children. Found idea of different sex fascinating. After initial "silly" comments (and nervous giggling) children got down to discussing feelings. Plenty of interaction between boys and girls. However, some of the Muslim children seemed to feel uncomfortable with imagining themselves as a member of the opposite sex – consideration of the backgrounds of all the children is important.' *A West Yorkshire teacher of 10–11 year olds.*

'The group broke into pairs to discuss what it would be like to be a member of the opposite sex. Their focus was on how their lives would change, how they would see their futures. The exchange of major concerns was very honest.' *A secondary English teacher in Yorkshire.*

Below are two stories by 8–9 year olds about their 'day'.

I Woke up One Morning

One day I was looking in a mirror and I had changed into a boy. And when I went to school all the girls said, 'You're a boy!' And the boys said, 'You're a girl!' The teacher was surprised. At playtime I said, 'Can I play football?' They said, 'Yes'. At the end I scored 3 goals! When I got home I looked in the mirror and I was a girl again.

One day I looked in the mirror. I was a girl. It felt funny being a girl. I would like to be a girl for the rest of my life. I like playing with my hair. I went to bed. The next morning I was a boy again.

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CORNERS

Potential

A lively way to introduce children to some basic facts about gender roles, useful at the beginning of the topic.

Time

20 minutes.

Materials

Two large signs saying 'Women' and 'Men', displayed in opposite corners of the room.

Procedure

The children stand in the centre of the room, and the teacher reads a question, such as, 'Who does most of the world's work – women or men?' The children decide what they think the answer is, and walk to the corner of the room with the appropriate sign. Their responses are discussed as a group, with input from the teacher to correct the misconceptions that will inevitably arise!

Sample questions might include:

- Are there more women or men in Britain? (Women.)
- Who does most of the world's work – women or men? (Women do, when their unpaid labour, generally in the home, is taken into account.)
- Who earns more, women or men? (Men do.)
- Are most of the world's farmers women or men? (Women; in many developing countries, agricultural work is done predominantly by women.)
- Who owns most of the world's property, women or men? (Men own about 99% of the world's property.)
- Are most primary school teachers women or men? (Women.)
- Are most primary school heads women or men? (Men.)

TEACHER COMMENT

'The fact of having physically to "take a stand" on these questions developed a high level of involvement and discussion. We extended the activity by using statements of opinion, rather than fact, such as "Boys should pay when they take girls out to the cinema" and "Women should be in charge of bringing up children". We explained that one end of the room represented total agreement, one represented total disagreement, and they should stand anywhere in between to indicate the strength of their feeling. The discussions that followed were exceptionally lively.' *A secondary English teacher in Liverpool.*

GIRLS' TOYS/BOYS' TOYS

Potential

A way of helping children examine their assumptions about girls'/boys' play interests. The activity encourages girls and boys to listen to each other, and challenge stereotypes.

Time

45 minutes.

Materials

A large sheet of sugar paper for each group with four columns headed 'Girls', 'Boys', 'Girls and boys', and 'No one'; glue.

A set of pictures of toys (see following pages) for each group of three children. (Pictures of toys can also be cut from magazines or toy catalogues, or drawn by the class, to reflect more closely the interests of the group.)

Procedure

In single-sex groups of three, the children cut out the pictures and glue them onto the appropriate columns on their sugar paper, sorting them according to which ones they think only girls would enjoy using, ones that only boys would enjoy, ones that both girls and boys would enjoy equally, and ones that neither girls nor boys would enjoy.

Girls	*Boys*	*Girls and boys*	*No one*
Doll's house	Action man	Plasticine Football	Sewing kit

Once this is done, each group joins a group of the opposite sex to discuss their charts. If there are differences between the two groups, the reasons for this should be discussed.

The whole group can then come together for a full discussion. Questions to consider could include:

- Which toys did the girls and boys differ on when they made their charts?
- Why did they have these differences of opinion?
- Were girls surprised by boys' feelings about the toys? Were boys surprised by girls' feelings?
- From where do we get notions of what are 'girls'' and 'boys'' playthings?
- How are these ideas reinforced? (By other children? Adults? Advertising?)
- What is it about some toys that make them popular with both girls and boys?

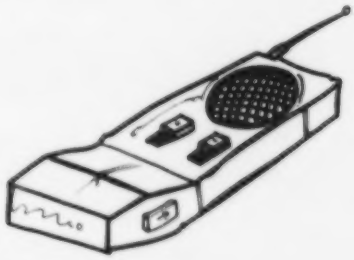
Follow-up

Children can make a collection of advertisements for toys, or collect samples of toy packaging. Are both girls and boys, from a range of ethnic groups, equally represented? Children can write letters to toy manufacturers either commending them, or making suggestions for improvement in terms of gender and ethnic balance in advertising and packaging.

Girls' Toys/Boys' Toys

1

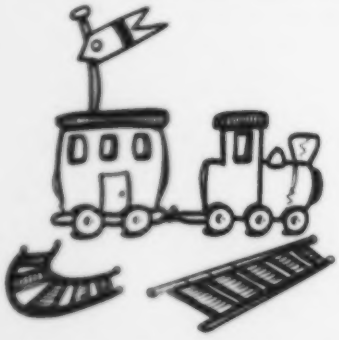
sewing kit



walkie-talkie

Plasticine

doll's house



train set

paints

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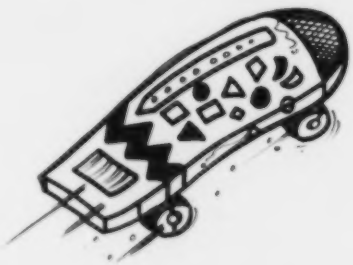
Girls' Toys/Boys' Toys

2



skateboard

skipping rope

football

flippers

stickers and sticker books

remote control car

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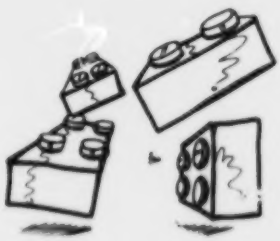
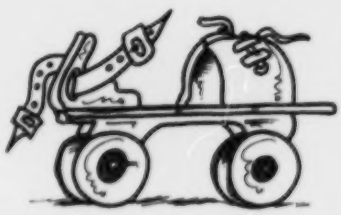
Girls' Toys/Boys' Toys

3



Lego

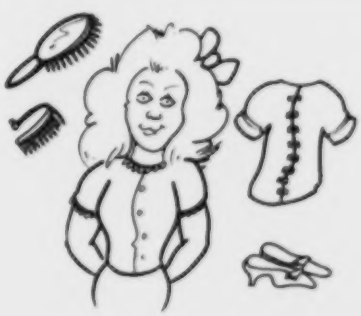


roller skates

Action Man

stuffed animals

cricket bat and ball



Sindy doll

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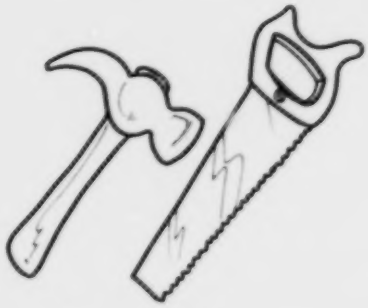
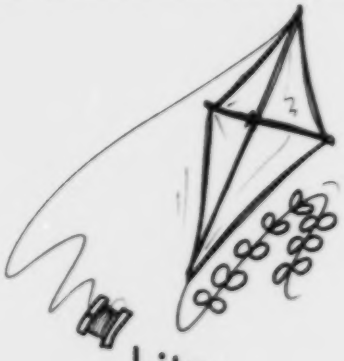
Girls' Toys/Boys' Toys

4



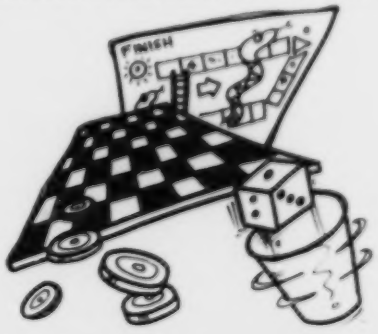
woodworking tools

costumes

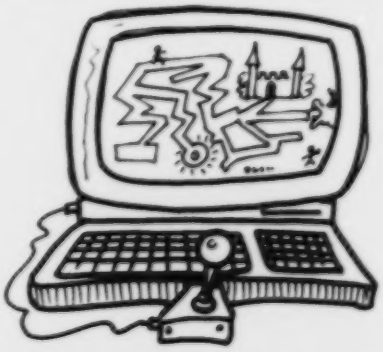


kite

face paints



board games



computer games

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TOOLS AROUND THE HOME

Potential

This activity develops the ability of girls and boys to work co-operatively, to analyse the skills needed in using a variety of tools, to explore pre-conceived ideas about gender roles in the use of tools, and to consider gender equity in the distribution of work in the home.

Time

One to two hours, or two to three consecutive class periods.

Materials

Copies of the pictures of tools and tool names, one complete set (24 tools and 24 names) for each group of four.

7.5 × 12.5 cm cards in two contrasting colours, such as green and yellow.

One large sheet of sugar paper per group.

Glue and felt-tip pens.

Procedure

The class is divided into mixed groups of four. Each member of the group is given a sheet containing six pictures of household tools and six tool names. (**Note**: the names and pictures on each sheet intentionally do not match!) When the sheets are distributed, the full set of 24 tools will be represented in each group.

Step 1

Children cut out the words and pictures. They then try to match each picture with its correct name, without talking. They can give words or pictures to one another in their group, but may not take anything from another. Unneeded words or pictures may be placed in the centre of the table for anyone to use. When each child feels satisfied that s/he has correctly matched words and pictures, the group can discuss the activity.

Step 2

Children stick tool pictures and names onto coloured card, depending on who they believe would be more likely to use them in the home. Tools they feel women would be more likely to use can be stuck on green card; those more likely to be used by men on yellow card. (In discussion, it should be borne in mind that not all children will have both a male and female adult in their home, nor will all children have all of these tools in their homes.)

Step 3

The group chooses nine cards to work with. The selection should include some mounted on green card, and some mounted on yellow. The group then ranks the cards chosen to form a diamond pattern, on the basis of the amount of skill needed to use each one, as follows:

		1			– requires the most skill
	2		2		– requires somewhat less skill
3		3		3	– requires a moderate amount of skill
	4		4		– requires fairly little skill
		5			– requires the least skill

In a discussion, the class should talk about their results. The ranking may be done a second time if desired, using 'most interesting/least interesting' as the basis.

This step may reveal that children perceive the stereotypic men's tools as requiring more skill and being more interesting to use as well. This assumption can be challenged – is it always true? Discussion should help

children focus on exactly what skills are involved in using the various tools – are there any of these skills which a woman or man could not learn if s/he did not already have them?

Step 4

Each group is given a large sheet of sugar paper, and is asked to divide it into four columns, with headings as follows:

Used every day	*Used weekly*	*Used monthly*	*Used once a year*

They then decide how often they think each of the 24 tools is likely to be used, and stick each one in the appropriate column. Discussion of the results with the whole class follows.

This step is likely to generate lively discussion, and some anger, about the distribution of women's and men's work in the home, as the preponderance of tools used daily and weekly is likely to be associated with women. Children can be encouraged to consider what might be a fair way of sharing work among household members.

Source

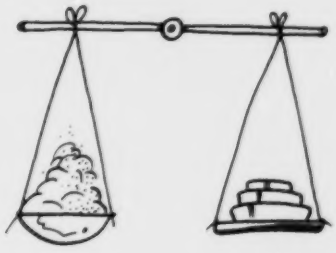
Devised by Elizabeth Moody, Healey Primary School, Dewsbury.

TEACHER COMMENT

'A very enjoyable activity. Children liked sorting out names and pictures and co-operated well in their groups. Good discussion about the ranking. Boys chose tools such as electric drill and sander as needing most skill. Girls pointed out that they only had to aim it and press a button! Most girls insisted on cooker and sewing machine as needing most skill.' *A teacher of 8–9 year olds from Dorset.*

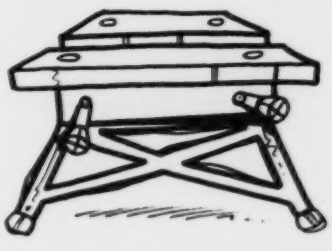
Tools around the Home 1

screwdriver

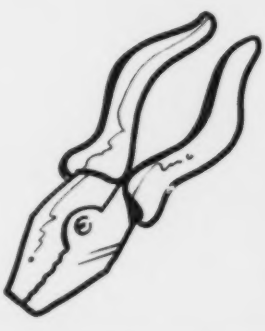


vacuum cleaner

broom



wooden spoon



paintbrush

sewing machine

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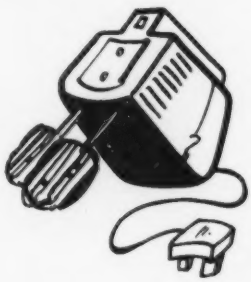
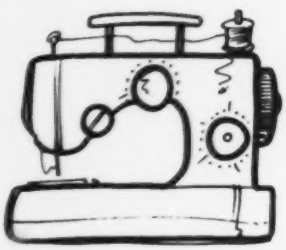
Tools around the Home 2

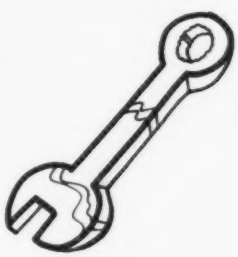
weighing scales



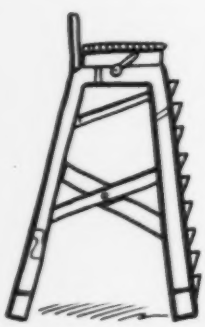
microwave oven



cooker



workbench



spade

hammer

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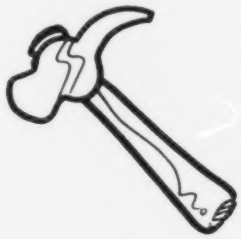
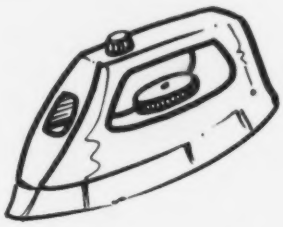
Tools around the Home 3



saw



spanner

electric drill

electric sander

pliers

washing machine

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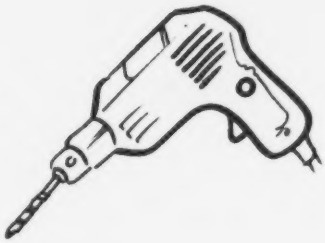
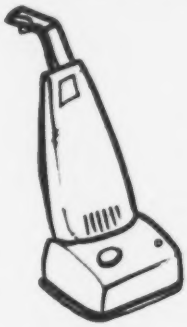
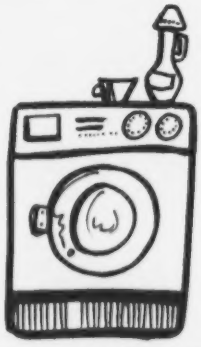
Tools around the Home 4



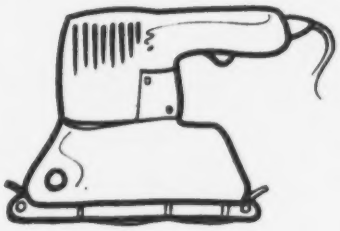
iron



pressure cooker

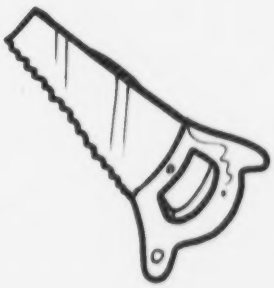


electric mixer



mop

step ladder



lawn mower

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WATCH YOUR LANGUAGE!

Potential A way of helping children consider how language and everyday expressions may reinforce gender stereotypes.

Time 30 minutes.

Materials Pencils. A list of commonly used expressions with gender connotations, one for each group of three students. (See following page for examples.)

Procedure
Step 1 In groups of three, the lists are examined and instances of gender bias in language noted. Group members then negotiate a non-sexist rewriting of each sentence. For example, 'We need to find the best man for the job' might be changed to 'We need to find the best person for the job.'

Step 2 (For older classes.) Some of the sample sentences carry assumptions about the characteristics or roles of men; some, by implication, carry assumptions about women. These can be discussed and listed.

Follow-up The class can look for and collect examples of sexism in language which they find in textbooks, fiction and newspaper articles.

Watch Your Language

Caution – men at work.

It's every man for himself.

Prehistoric man's life changed when he discovered fire.

Come on, be a man about it.

Outer space is man's last frontier.

Are you a man or a mouse?

Man overboard!

We need to find the best man for the job.

The average man in the street has never heard of it.

The prisoner complained that he had been manhandled.

Can you man the telephone while I get a cup of coffee?

Boys will be boys.

This product is man-made.

We believe in justice and brotherhood for all.

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VISITORS FROM ANOTHER PLANET

Potential

A way of looking at the power of advertising in reinforcing stereotypes, and of developing skills of critical analysis.

Time

45 minutes to one hour.

Materials

A selection of magazines, including some that are intended specifically for a female or male audience.

Scissors, large sugar paper, glue.

Copies of the 'Earth Women' and 'Earth Men' sheets.

Procedure

The class is asked to imagine that they are inhabitants of the planet Omega. They are very advanced beings, and have explored all over the universe. They will soon be leaving for their first mission to the planet Earth, which is very different from Omega. There is one Omegan who has already made a short trip to Earth, and has brought back something called 'magazines', which Earth people apparently read. The visitor also reported that on Earth, there are two types of humans, some called 'women' and some called 'men'. (This is different from Omega, where there is only one type of being.)

Their job is to learn as much as they can about Earth before they go there. The only sources of information they have are these magazines.

The children form groups of four. Each group gets a sheet headed either 'Earth Women' or 'Earth Men'. Groups cut out from the magazines advertisements that show either women or men, depending on what sheet they have. These are pasted onto a large piece of sugar paper, clustered into groups if possible; each group of advertisements is given a title. Then, using only the information they get from the advertisements, the questions on their sheets are answered.

When all groups have completed their task, the class comes together as a group to report on and discuss the results.

- Were women and men portrayed differently in the advertisements?
- What were some of the stereotypes that were revealed?
- Were black women and girls portrayed differently from white women and girls?
- Why do advertisers rely on stereotypes?
- What might be some advantages of non-stereotyped advertising?

Follow-up

Groups can write letters to manufacturers to express their opinions about specific advertisements, or design their own non-sexist advertisements.

Visitors from Another Planet

Earth Women

What do they look like?

What do they wear?

What do they spend most of their time doing?

What do they like doing best?

Do they have any problems or worries? If so, what are they?

If you want to make friends with an Earth woman when you visit, what will you bring her as a gift?

Earth Men

What do they look like?

What do they wear?

What do they spend most of their time doing?

What do they like doing best?

Do they have any problems or worries? If so, what are they?

If you want to make friends with an Earth man when you visit, what will you bring him as a gift?

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FUTURES IN COMMON

Potential The exercise helps students reflect on ways in which acceptance of commonly held gender stereotypes may limit future work options.

Time 45 minutes.

Materials Paper and pencils for drawing.

Procedure

Step 1 Each child is given a piece of paper and asked to draw individually a picture of an occupation s/he thinks s/he will actually have when s/he is an adult. (Some children may want to draw more than one.)

Step 2 The children walk around the room looking at each other's pictures. They may ask questions, or explain the pictures to their classmates. They then group themselves with others with whom they feel they have something in common – not necessarily with someone whose picture showed the same occupation, but with those whose anticipated future is similar in some way. Each group selects a name for itself.

Step 3 The class discusses the groupings, and any patterns they notice. Often the groups will be divided along gender lines. If no one mentions this, questions can be raised such as: Why are there no girls in the 'Sports' group? Why are there no boys in the 'Taking care of the home' group? Responses may raise gender stereotypes which can then be challenged and discussed.

Variation After discussing the activity, the children can be asked to imagine what they might do or be in their ideal future, if they could do or be anything they wished. New pictures can be drawn for these preferred occupations, and the grouping process repeated. Children should be asked what differences there were in the roles described in the second stage. Was there any change in the make-up of the groups in terms of gender?

Follow-up Discuss what sorts of changes would have to take place (in themselves, their families, school, society) so that they could achieve their ideal future occupations. Appropriate action projects may include:

- devising alternatives to school timetables which schedule woodworking and home economics at the same time, and presenting them to the head for discussion;
- writing a proposal to create mixed-sex sports teams.

TEACHER COMMENT

'Initially this proved difficult as the children all thought they would be on the dole (living in an area where unemployment is the norm). But when this was changed to living in an "ideal world", the children readily drew their hoped-for occupations. The discussion quickly brought out their stereotypes. However, the girls did begin to stress the unfairness of the situation whereby they were expected to stay at home, raise families, and/or have jobs in the "cleaning" field.' *A Newcastle teacher of 10–11 year olds.*

A WOMAN'S WORK IS NEVER DONE

Potential

A way of helping students examine inequalities in the distribution of women's and men's work, and open discussion about the amount and nature of women's work in developing countries.

Time

45 minutes.

Materials

For Step 1, copies of the sections 'A Day in the Life of a Woman in an Industrialised Country' and 'A Day in the Life of a Man in an Industrialised Country'; a copy of a 24-hour clock face for each pair.

For Step 2, a copy of the section 'A Day in the Life of a Woman in Rural Zambia'; an additional clock face.

Procedure

Step 1

The group divides into pairs. One 'A Day in the Life . . .' section is given to each pair, with half the group receiving the woman's section and half receiving the man's.

If necessary, the term 'industrialised country' can be explained; it may be helpful to let the class know that Britain is considered an industrialised country. (The statistics from which these timings are derived are a composite from countries including France, West Germany, Peru, Poland, USA, USSR.)

It should be made clear that although any individual's day may be somewhat different, these timetables represent an average amount of time that a woman or man may spend on various activities.

Pairs are asked to determine how much time is being spent on the following four different types of activities by the person to whom their sheet refers:

1 **Physiological needs** (or taking care of the body): eating, sleeping, washing
2 **Paid work,** including travel to work
3 **Household work,** including caring for children, preparing food, cleaning, washing clothes
4 **Leisure.**

After calculating the number of hours spent on each type of activity, the pairs prepare a 'pie chart' on the clock faces, labelling them to show whether they refer to a woman or man. The different sections are coloured according to the following code:

Physiological needs – red

Paid work – yellow

Household work – blue

Leisure – green.

Having done this, each pair joins another pair who have the daily timetable of a person of the opposite sex. As a group of four, they compare and discuss their results:

- Where did they note differences in the two charts?
- Why do these exist? Are they just?
- Could anything be done about them? If so, what?

Step 2

The students are given a copy of the section 'A Day in the Life of a Woman in Rural Zambia', and asked to follow the same procedure. During the discussion, the students are asked to comment not only on differences in the amount of time spent on various activities, but also how the quality of time might differ. For example, how might travelling to work on foot compare with travelling by car?

Follow-up

Girls and boys in the class could determine how much time they spend in each of the categories mentioned above, with the addition of 'School work'. Do their daily schedules reveal gender differences in the use of time? Such an activity should be discussed with sensitivity to the range of home backgrounds that may be present in the class.

Source of statistics

Joni Seager and Ann Olson, *Women in the World*.

A Woman's Work is Never Done

1

A Day in the Life of a Woman in an Industrialised Country

7.00	Wake up, wash
7.15	Prepare breakfast for family
7.30	Eat
7.45	Wash dishes
8.15	Wash clothes
8.45	Take bus to work
9.00	Work in office (paid)
12.30	Lunch
13.00	Work in office (paid)
17.15	Shop for food
17.45	Prepare meal
18.30	Eat
19.00	Wash dishes, wash children
20.00	Listen to music, talk on telephone to friend
20.30	Ironing
21.00	Watch television
23.00	To bed

A Day in the Life of a Man in an Industrialised Country

7.15	Wake up, wash
7.30	Eat
8.00	Drive to work
8.30	Work in office (paid)
12.30	Lunch
13.00	Work in office (paid)
17.30	Drive home
18.00	Work in garden
18.30	Eat
19.00	Take out rubbish, put away garden tools
19.30	Read newspaper
20.00	Play snooker
21.00	Watch television
23.00	To bed

A Day in the Life of a Woman in Rural Zambia

4.45	Wake up, wash, and eat
5.00	Walk to fields
5.30	Work in fields to grow food for family (not paid)
12.00	Eat
12.30	Work in fields to grow food for family (not paid)
15.00	Collect firewood, return home
16.00	Pound and grind corn
17.00	Collect water
18.00	Cook for family
19.30	Eat
20.00	Wash dishes, wash children
21.00	To bed

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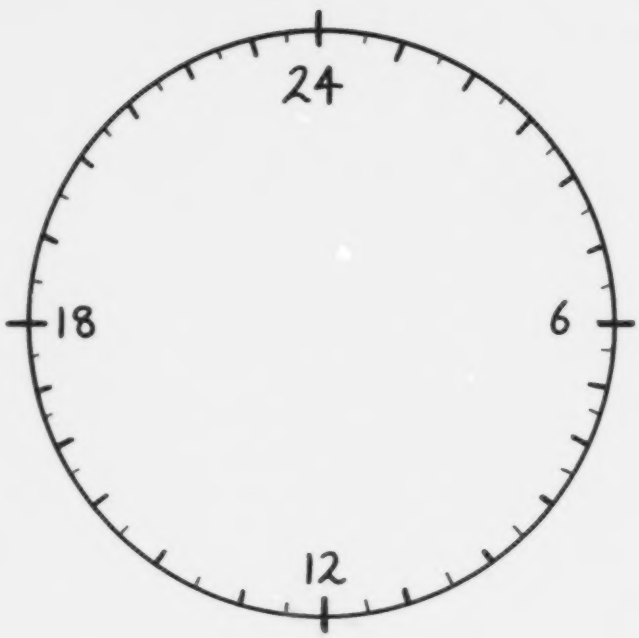
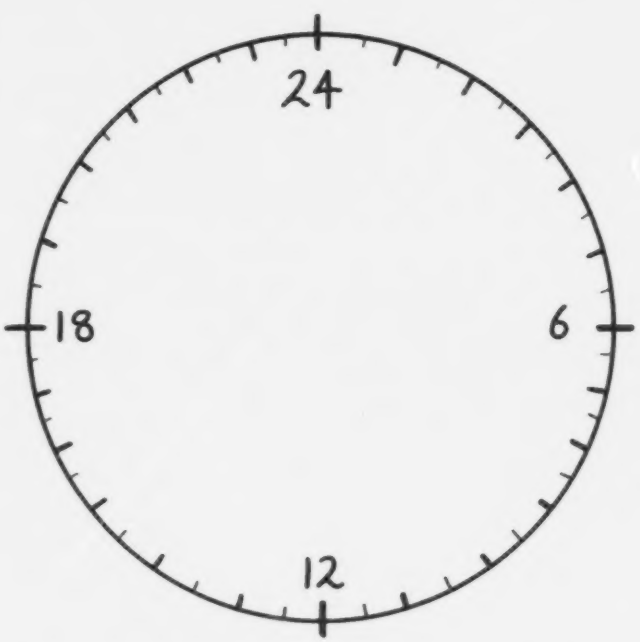
A Woman's Work is Never Done

2





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VALUABLE WORK

Potential

A way of helping children examine issues concerning gender discrimination in certain types of occupations, as well as the way in which traditionally conceived 'women's work' is devalued through lower or nonexistent pay. The exercise can lead to a deeper appreciation of the value of women's unpaid labour, estimated at 25–40% of the gross national product in industrialised countries.

Time

60–75 minutes.

Materials

A copy of the 'Skilled Workers' sheet for each group of four.

Sheets of £10 bank notes totalling £500.

Card or paper of two contrasting colours.

Glue, scissors.

Procedure
Step 1

The class forms mixed-sex groups of four. They are asked to imagine that they have been stranded on an island with a group of other people, composed of adults and children. Various adults in the group have different skills that the group will need to form a new community. As a group, they must decide how much each member of this new community will be paid for doing the work they do. They have a total of £500 per week for wages.

The groups cut out the £10 notes, and the descriptions from the 'Skilled Workers' sheet. They arrange these on their table, and discuss what the workers do. Each worker is given the number of £10 notes they feel is appropriate. (Older children may simply write the amount onto each worker's description card, rather than use the £10 notes.)

Step 2

Once all workers' wages have been decided upon, the groups discuss which jobs would most likely be done by women, and which by men. All the 'women's' cards are mounted on one colour of paper, and all the 'men's' cards on a contrasting colour. The £10 notes are affixed to the paper next to the cards.

The job cards are then arranged in a column, with the most highly paid person at the top, the second most highly paid person next, and so on down to the lowest paid person at the bottom.

The class as a whole discusses the results of this ranking:

- Were there more women clustered at the top or bottom of the column, or were they evenly distributed? Why?
- On what basis did your group decide how much to pay a worker? On the basis of skill? Time spent in training? Importance of the job to the group? Other reasons?
- How did your ranking compare with the way that the skills described are actually rewarded in our society?
- Imagine that the five lowest paid workers left the community. How would that affect the lives of those who remained?
- Could any of the roles described be performed by both women and men?
- Did any group come up with a system of equal or nearly equal pay for all workers? What were their reasons?

Follow-up

The class can be asked to imagine that legislation has been passed which requires women to be paid for their labour in housework and childcare. What might the consequences of this be?

TEACHER COMMENT

'The activity was very successful. Discussion of the reasons for stereotypes was apparent in all groups, with individuals putting forward their ideas of who should be paid what. If disagreement occurred the argument was settled by voting on the issue concerned.' *A teacher of 10–11 year olds in Liverpool.*

'I used this activity with a group of careers teachers at an INSET course, for their own awareness and also as an idea for the kinds of work that they could do with pupils. It was a great success. Enjoyed by all, the group dynamics were interesting to observe, and the discussion and heated argument were certainly entertaining. I was worried in case the group were so "switched on" (to the idea of equal opportunities) that they would complete the task quickly and give everyone equal pay. I need not have been. After 40 minutes, they could still not agree as to the distribution of the money.' *An Equal Opportunities Co-ordinator in Cumbria.*

Valuable Work

1

Skilled Workers

I am good at sewing. I can make and repair all kinds of clothes.

I am good at farming. I know how to raise animals, fruit and vegetables for food.

I am good at caring for sick people. I know what medicines to give them, and how to do operations.

I am good at caring for children. I give them love, as well as keep them safe, clean, and happy.

I am good at teaching children. I know how to help them read, write, and find out things they need to know about the world.

I am good at building. I can make all sorts of buildings that are strong, warm, and safe.

I am good at working with electricity. I can put in the wires to bring electricity into buildings to run machines.

I am good at cleaning. I know how to keep homes in a clean and healthy state, as well as the other kinds of buildings where people work.

I am good at cooking. I can prepare healthy meals out of all kinds of food, without spending too much money.

I am good at working with machines. I can build and repair the motors that make large and small machines work.

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Valuable Work

Activity 20

2

BEST COPY AVAILABLE

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OLD STORIES, NEW ENDINGS

Potential

A way to open discussion of possible positive action that can be taken in the face of gender bias and discrimination, as well as of the issue of the additional discrimination that black girls face.

Time

One hour, or two class periods.

Materials

A copy of one of the following stories for each group of three.

Procedure

The class forms groups of three. A copy of one of the children's stories is given to each group. They are asked to read it through and write an ending. It can be explained that many different endings are possible, but the group should decide on the one they think is the fairest to the child involved. When each group has written an ending, the completed stories are read aloud to the class and discussed.

Discussion may focus on how effective different strategies for countering discrimination might be. Are there obstacles to taking action, and if so, how may these be overcome?

The fact that black girls and women have a double burden of stereotyping to cope with, on both gender and racial grounds, should be raised as well. The activity may also encourage reflection on the limiting effects gender stereotyping can have on boys.

Variation

With younger groups the stories may be read aloud, and possible endings either written, discussed orally or conveyed in pictorial form. Alternatively, the stories may be role-played for the class, and endings devised in small groups may be acted out and discussed.

Old Stories, New Endings

1

Sarah's Story

Sarah is 11 years old. Her parents were born in Britain, and she has lived in Britain all her life. In school she likes science and PE best.

In science, Sarah's class has been doing experiments about electricity. Sarah has been working with two other girls and one boy on their experiments. They take turns with the work: one day two of them do the experiment while the other two take notes, and the next day they trade jobs.

This week, Sarah's teacher moved her to a group with three boys. She said they weren't getting on with their work, and since Sarah was so clever, she might help them get organised.

In the new group, the three boys always want to do the experiments. They say Sarah has to take all the notes, because she writes better. Sarah says she wants to take turns, but they don't listen to her. Sarah decides to complain to the teacher, but the teacher says that she is so clever she'll get on anyway, and she needs to help the three boys. Sarah still doesn't think it's fair.

What might Sarah do?

Farzana's Story

Farzana is 12 years old. Her parents were born in Pakistan, and she has lived in England all her life. Her favourite subjects are maths and art.

It is time for Farzana's maths class, but the teacher is late. So Farzana and two of her friends are looking at some photographs that one of the friends took at a party. The photos are so funny that all three girls are laughing out aloud.

Just then the teacher hurries in. She says to the girls, 'Alright, it's time for class, now stop that silliness and get your books out. Really, Farzana, I'm surprised at you; usually you Indian girls are so well-behaved.'

Farzana feels hurt and angry. Why did the teacher speak especially to her, and not to the other two girls who are white? And doesn't she know the difference between India and Pakistan?

What might Farzana do?

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Old Stories, New Endings

2

Tony's Story

Tony is 14 years old. His parents were born in Hungary, and he has lived in England all his life. He likes history and English best in school. After school, he likes playing football, and he belongs to a team that plays at the weekends. His Mum and Dad come to watch him play, and are very proud of him.

One day at Tony's school, a group of dancers comes for a special assembly. Tony thinks it is the best thing he ever saw. He loves the way the dancers tell a story without words, using only their bodies. He thinks they look strong and graceful.

Later in the week, Tony sees that there is going to be a modern dance class at the Youth Club. On his way home from school with his friend Mark, Tony says he would like to join the dance class. Mark laughs at him and says, 'What are you, some kind of cissy? That stuff's for girls!'

Tony feels upset. There were lots of men dancers in the show, and besides, the sign for the dance class said 'Open to all'. Why did Mark laugh at him? Tony is worried that his Mum and Dad might laugh at him too.

What might Tony do?

Gloria's Story

Gloria is 16 years old. Her parents were born in Jamaica, and she has lived in Britain all her life. She enjoys biology and chemistry. She would like to go to university and study to be a doctor.

At Gloria's school there is a Work Experience scheme; Gloria decides to sign up to work in a hospital. The careers teacher tells Gloria that she won't be able to work on the wards, but that she can help in the kitchen.

On the first day of the Work Experience, Gloria finds out that two other girls from her school are also working at the hospital, and that they are going to work on the wards. These two girls are white.

Gloria feels furious: she wants to work on the wards so that she can learn about being a doctor; why was she told she could only work in the kitchen?

What might Gloria do?

(**Note:** This story is based on a true incident described in *Talking Chalk*, edited by L. Jamdagni, M. Phillips-Bell and J. Ward, AFFOR, 1982.)

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WHAT WE LIKE ABOUT BEING GIRLS/BOYS

Potential

Work on gender issues can sometimes bring up feelings of tension, anger or competition between girls and boys in the class. This exercise can help to create and maintain a positive, affirming atmosphere.

Time

30 minutes.

Materials

Large sheets of sugar paper and felt-tip pens.

Procedure

Step 1

The class is divided into single-sex groups of three. The groups brainstorm all the things they like about being a girl or boy – things they can do, are good at, admire, etc. These are listed on the paper.

Groups can then list the things they like or admire about the opposite sex.

When the lists are complete, each group joins a group of the opposite sex, and reads their lists to each other. Questions for discussion may include:

- How are the lists about girls made by girls different from or similar to the ones made by boys, and vice versa?
- Are the things on the lists true for all girls/boys, or just some?

The lists can be displayed around the room.

THE BISCUIT GAME

Potential

A way of helping students experience first-hand the gender inequities that often exist in labour. According to statistics from the International Labour Organisation, women make up half of the world's population, form one-third of the paid labour force, put in two-thirds of all the hours worked, and get only a tenth of the world's income. This game simulates that reality, allowing children to experience inequality, develop a sense of justice and empathy for those who are unfairly treated, and create a more equitable division of labour and rewards.

Time

One hour, or a double class period.

Materials

(For a class of 30):

15 yellow badges.

15 blue badges.

One large copy of the biscuit recipe.

Ten copies of the 'Time Worked' sheets.

Five copies of each page of templates.

One copy of the instructions.

Scissors, glue, crayons or coloured pencils and blank paper for each group.

One large sheet of sugar paper per group, with three columns headed 'Ingredients', 'Baking' and 'Tidying Up'.

Procedure

The badges are distributed randomly. The children are then asked to form groups of six, with three yellows and three blues in each group. Each group sits together around a table.

The biscuit recipe is displayed on the chalkboard and read aloud. The children are told that they are going to work in groups to make an imaginary batch of biscuits. There are three steps to this job: first, the mixing of the ingredients; second, the baking of the biscuits; and third, tidying up and washing the utensils. When these three steps are completed, the groups can share their imaginary biscuits.

One complete set of templates is distributed to each group. Each group also receives two 'Time Worked' sheets, one for the blue badges and one for the yellows. The groups write their colour name in the space at the top of the sheet.

The instructions are then read aloud to the class, one step at a time. When the end of the process is reached (Step 9), a few minutes are given for discussion in the small groups. Then the game is stopped and discussed by the whole class:

- How is the yellow group feeling? Why?
- How is the blue group feeling? Why?
- Which group got more biscuits?
- How would you change the rules of this game to make it fairer?
- What should be done now about the way the biscuits have been shared?
- Did any group try on their own to change the way the work was shared?
- Did any group try on their own to change the way the biscuits were shared?

During the discussion, the class should be made aware of the ILO statistics on women's labour and income. If it has not already become obvious, it should be made clear that in this simulation the 'blue' group represented women, and the 'yellow' group men. The strong feelings that may be provoked should be used as a basis for helping all participants empathise with the position of women, whose contributions to the local and global economy are undervalued and underpaid.

It is essential to end the game with an equitable sharing of the biscuits. This not only helps to defuse emotions that have been raised, but also encourages children to focus on taking concrete action to change an unjust economic structure.

Variation 1

The teacher can have a box of real biscuits hidden away until Step 9 of the instructions. It can be announced that the real biscuits will be shared out in the same way as the imaginary ones. None should actually be given out, however, until an equitable way of sharing them is agreed upon by the group.

Variation 2

Where facilities for cooking are available, the game is made more effective by making real biscuits instead of imaginary ones.

Variation 3

With older classes, a copy of the instructions can be cut into separate cards. These can be placed face down in a pile in numerical order, with Step 1 on top. One person can be designated to read the steps in sequence, allowing each group to proceed at its own pace.

The Biscuit Game

1

1 For Blues and Yellows

Choose one ingredient each. Cut it out. Colour it. Glue it onto the large paper in the 'Ingredients' column. This should take about five minutes, so when you have finished you may each write '5' on the 'Time Worked' sheet for your colour group.

2 For Blues

Cut out one biscuit each from the template sheet. Trace around this to draw ten more biscuits on the blank paper. Cut them out. This should take about ten minutes, so when you have finished you may each write '10' on the 'Time Worked' sheet for your colour group. (*While the blues are working, read instruction 3.*)

3 For Yellows

Cut out one biscuit each from the template sheet. Trace around this to draw five or more biscuits on the blank paper. Cut them out. This should take about five minutes, so when you have finished you may each write '5' on the 'Time Worked' sheet for your colour group.

4 For Blues and Yellows

Count the biscuits out into piles of ten. You may include the templates if you like. Put the piles of ten next to your large paper.

5 For Yellows

You are in charge of putting the biscuits in the oven. One person can cut out the oven templates. Another can colour it. A third can glue it onto the large paper in the 'Baking' column. This should take about five minutes altogether, so when you have finished, write '5' once on the 'Time Worked' sheet for your colour group. (*While the blues are working, read instruction 6.*)

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The Biscuit Game

2

6 For Blues

You are in charge of tidying up. Cut out the templates for the bowl, spoon, egg beater, baking sheet, table to clean, and floor to sweep. Colour them. Glue them onto the large paper in the 'Tidying Up' column. This should take about ten minutes, so when you have finished you may each write '10' on the 'Time Worked' sheet for your colour group.

7 For Yellows

While the blues are tidying up, you may read a book or draw quietly at your table until they finish.

8 For Blues and Yellows

Add up the number of minutes on your 'Time Worked' sheet. Compare the number of minutes your group has worked with the other group.

9 For Yellows

Now that the baking and tidying up is done, your group is in charge of sharing out the biscuits. For each pile of ten biscuits, give one to the blues; the other nine are for the yellows.

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The Biscuit Game

3

_____Group: Time worked

_____

_____Group: Time worked

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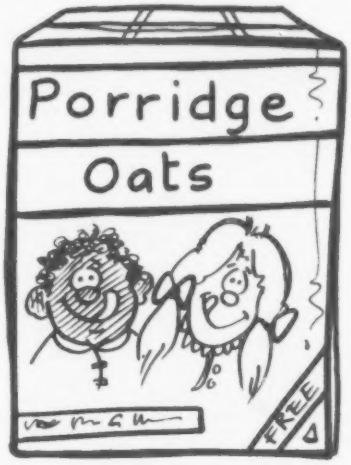
The Biscuit Game

4



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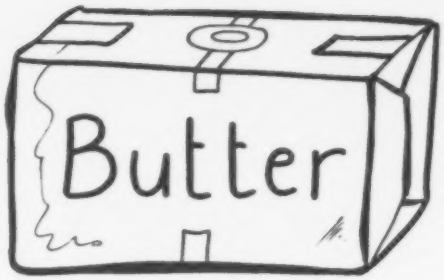
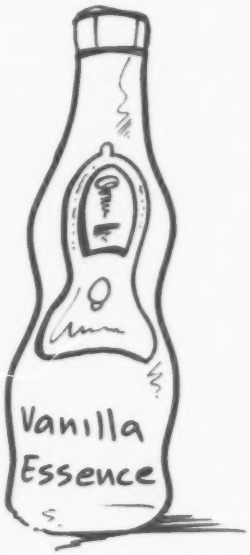
The Biscuit Game

5





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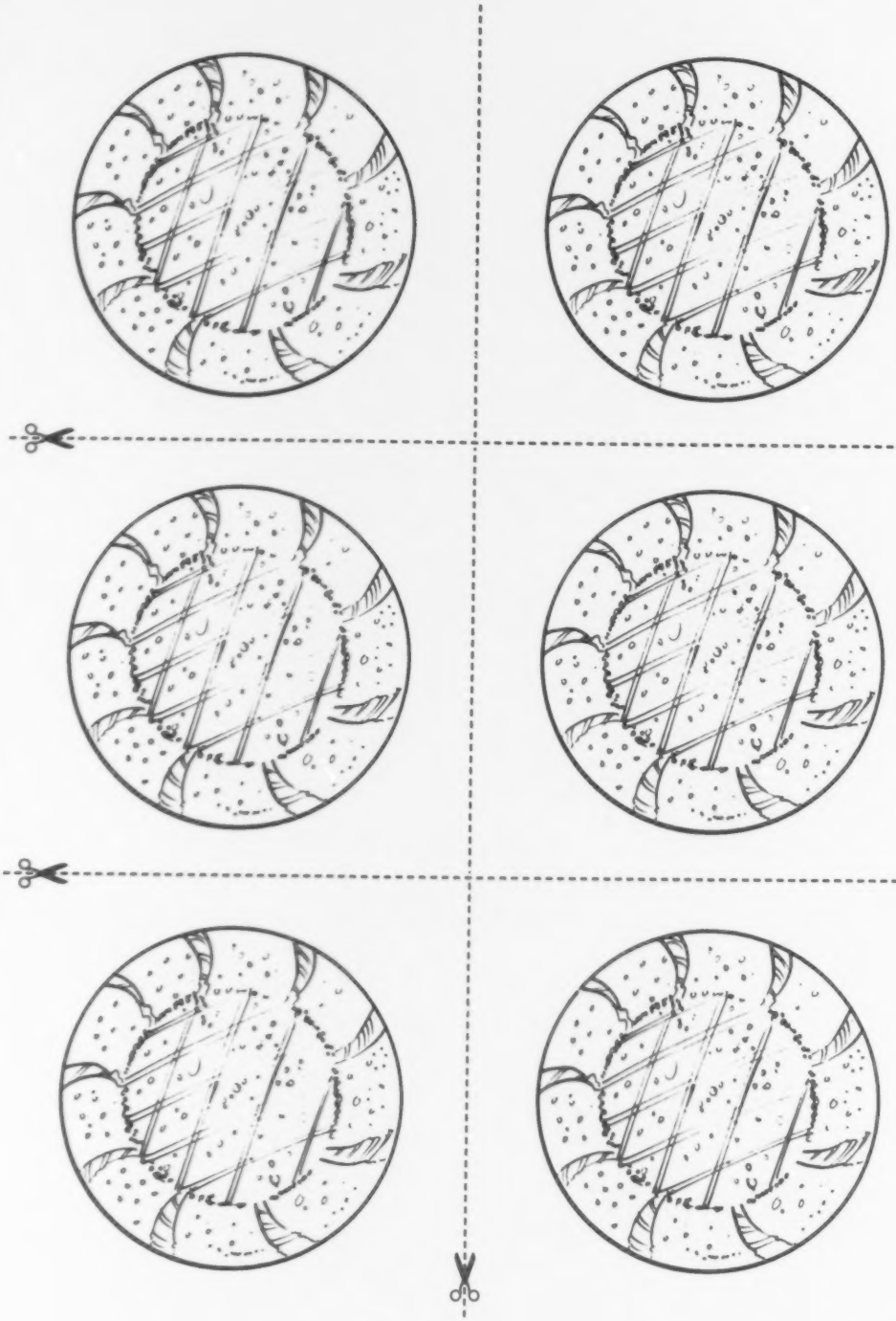
The Biscuit Game

6



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The Biscuit Game

7

oven

baking sheet to be washed

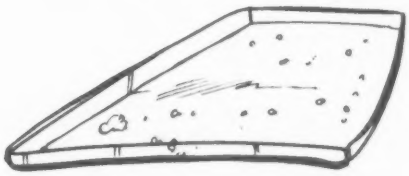
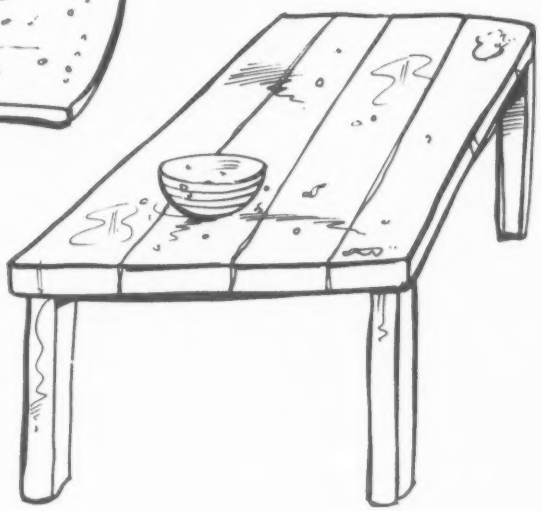


table to be washed



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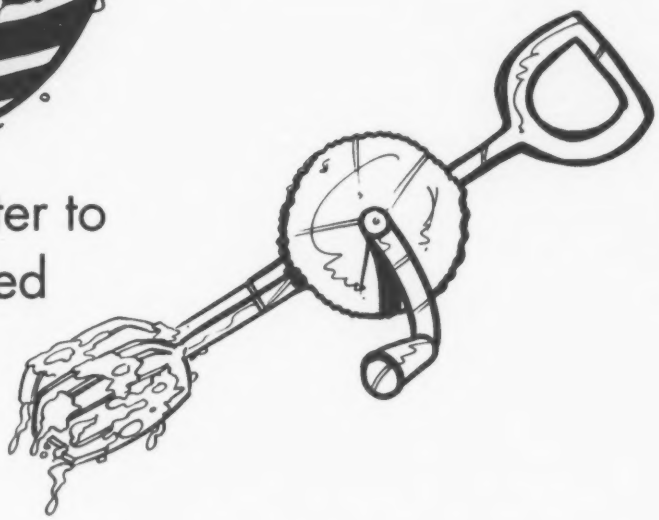
The Biscuit Game

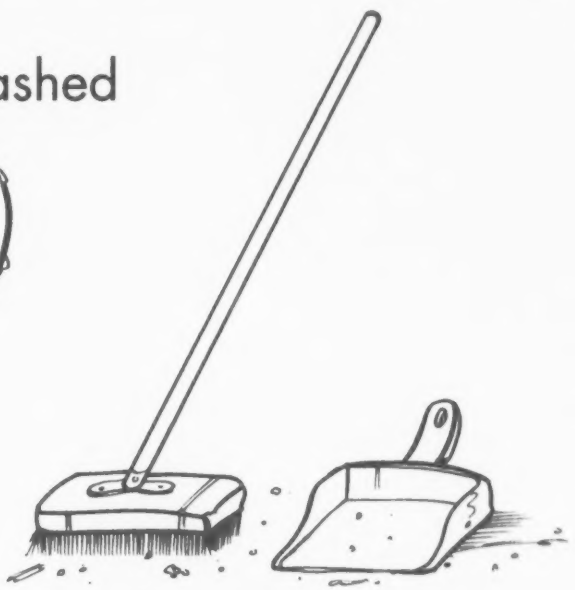
8

bowl to be washed

egg beater to be washed



spoon to be washed



floor to be swept

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The Biscuit Game

9

Biscuit Recipe

Butter or margarine 5 oz (150 g)
Raw brown sugar 3 oz (75 g)
Beaten egg 1 tbsp (15 ml)
Vanilla essence $\frac{1}{2}$ tsp (2.5 ml)
Wholemeal flour 4 oz (100 g)
Porridge oats, rolled 1 oz (25 g)
Extra porridge oats to coat

Cream the butter and sugar until light and fluffy. Beat in the egg and vanilla essence. Work in the flour and rolled oats. Form the mixture into balls the size of a walnut, and coat with rolled oats. Place well apart on a greased baking sheet and flatten slightly. Bake in the oven at 180 °C (350 °F/Mark 4) for 15–20 minutes, until golden. Cool slightly before removing from baking sheets.

Makes 12–14 biscuits.

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GENDER ROLE PLAYS

Potential

Role plays encourage sharing of perspectives, taking on alternative points of view, an assessment of strategies for action, and the development of assertiveness skills.

Time

30 minutes.

Materials

Copies of the role play cards for each pair. Children may also wish to suggest their own role play situations.

Procedure

The class forms pairs; within each pair, one person is 'A' and one 'B'. One set of role play cards is distributed to each pair. The pairs read and reflect on their roles for one minute; then they begin role play.

After a few minutes the action is stopped by calling 'Freeze!' Two or three pairs are selected, and each member is asked to describe briefly his/her feelings at that moment. Role play then resumes.

After a few more minutes, the class is instructed to 'freeze' again, told to reverse roles by exchanging role cards, and to resume role play. After several minutes, a discussion takes place with the entire class.

Resolutions of the situations can be written up as stories.

Note: The impact of role plays around gender issues can differ according to the make-up of the pairs. Two girls working together can use the opportunity to try out assertiveness skills in a non-threatening situation. Two boys working together can begin to imagine what it may feel like for a girl to experience gender discrimination. Girl–boy pairs can be extremely useful for developing awareness of each other's perspective, as well as notions of justice and injustice.

However, in mixed pairs, strong feelings can be generated. A girl playing the girl's role may find that the experience is all too close to what she encounters every day. The teacher should be alert to this possibility and prepared to intervene should the experience become too threatening, or discontinue the experience if necessary. Similarly, s/he should be aware that boys may experience discomfort in the girl's role which they express by 'acting out' and undermining the exercise.

Any sort of role play, particularly when done in mixed pairs, is best undertaken with a group that has had frequent self-esteem building experiences, is familiar with co-operative small group work, and has had some background in discussing gender inequalities.

TEACHER COMMENT

'After doing a few role plays, the class was quick to suggest their own situations. Role reversal seemed to be the most effective in helping them understand the opposing point of view. There was an interest in finding just "solutions" to each role play.' *A secondary PSE teacher in West Yorkshire.*

Gender Role Plays

1 Who Uses the Computer?

A: You are a boy who has been working on the computer for almost 45 minutes, because you have a report to finish for tomorrow. When you have finished you want to try out a new computer game one of your friends has shown you. A girl in your class wants to use the computer too, but you want to carry on.

B: You are a girl who wants to use the computer because you have a report to finish for tomorrow. You could write it by hand, but using the computer is faster and more fun. A boy in your class has been using the computer for almost 45 minutes. You try to get this boy to give you a turn.

2 The Football Game

A: You are a girl who likes to play football. Every day during break-time, the boys play football in the playground. They take up most of the space, so there is nowhere for the girls to have a game. You and some girl friends have been practising, and you think you can play as well as a lot of the boys. You tell them you would like to join the game.

B: You are a boy, and every day during break-time you and the other boys play football in the playground. You take up most of the space, but there is still plenty of room for the girls to skip and play their games. Some girls come to say they would like to join the game, but you think that football is a boys' game.

3 First in Line

A: You are a boy, and your class is forming a queue at the door because it is time to go to the hall for gymnastics. By the time you finish tidying up, you are one of the last in the queue. You had wanted to be first, because you hoped that if you got to the hall first you could have a go on the trampoline before anyone else got to it. The teacher asks the class to go to the hall and wait at the door. When you get to the corridor, you run to the front of the queue.

B: You are a girl, and your class is forming a queue at the door because it is time to go to the hall for gymnastics. You didn't have much to tidy up today, so you are the first in the queue. You wanted to be first, because you hope that if you get to the hall first you can have a go on the trampoline before anyone else gets to it. The teacher asks the class to go to the hall and wait at the door. When you get to the corridor, a boy pushes in front of you, saying he wants to be first on the trampoline.

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THE VEGETABLE BOX FACTORY

Potential

This simulation is designed to give participants an experience of types of discrimination women frequently encounter in the workplace: limitation or denial of access to training, equipment, or promotion. The development of empathy with those who are discriminated against is encouraged, as is an examination of ways to create greater equality.

Time

90 minutes, or one double class period.

Materials

A large quantity of old newspapers.

A smaller quantity of coloured newspapers (such as Sunday supplements).

Glue, blunt scissors, sharp scissors, staplers, pencils, rulers.

Red and green sticky labels.

Two copies each of the 'Assistant Manager' and 'Accountant' role cards.

Three copies of the 'Pay Rates for Vegetable Boxes' sheet.

Six copies of the 'Bank Balance' sheet (one for each group).

Six copies of the 'Basic Vegetable Box Instructions' (one for each group).

Three copies of the 'New Improved Vegetable Box Instructions' (one each for half of the groups).

Procedure

The class is divided into six mixed-sex groups of four or five. Three of the groups are given red sticky labels to wear, and the other three groups green labels (i.e. all members of the same group wear the same colour label). These are worn throughout the game.

The class is told that they are going to experience what it might be like to work in a factory. They are the workers and they can earn money by making vegetable boxes out of newspaper. A demonstration of how to make a vegetable box is given, according to the 'Basic Vegetable Box Instructions' sheet.

After the demonstration, the teacher explains that s/he is the general manager of the factory. S/he will supervise the work and pay workers a fair wage for their boxes, but they must be of good quality; any which are not up to standard will be rejected. Especially skilful workers may have the chance to learn new ways of making boxes, or to use better tools, which will help them earn even more money. They are to work together as a group at their tables. When they have made five boxes as a group, they bring them to the general manager, along with the 'Bank Balance' sheet, to be paid. Wages will be recorded on the 'Bank Balance' sheet; this will represent the sum that each worker will be paid at the end of the week.

Each group then receives an equal amount of newspaper, one copy of the 'Basic Vegetable Box Instructions', one copy of the 'Bank Balance' sheet, one ruler, one pencil, one pair of blunt scissors, and one glue stick. They are asked to begin making boxes. From this point, the instructions on the 'General Manager's Instructions' sheet should be followed.

After each step on this sheet has been completed, the game is stopped. Each group, including the assistant managers and accountants, is asked to report their total wages – the amounts are recorded on the chalkboard.

The debate should focus on the participants' reactions and feelings towards this unequal situation.

- What injustices did members of the groups notice?
- How did they feel about this?
- Did any of the groups try to organise resistance to the general manager's rules?
- What could be done to make this work situation fairer?
- Does this game correspond to any real life situations you know about? (For example, women may be denied promotion on the grounds that they are more likely to lose days at work because they need to stay at home to care for children, while the fact that a man has children to support is often used to justify promotion.)

Note: At the end of the game the newspaper boxes should be flattened and taken to be recycled!

Variation

The game can be shortened somewhat by giving only one or some of the red groups the privileges in Steps 5 or 6. It is not necessary to give all red workers the same advantages, but it is necessary for the purpose of the game to deny those advantages to the green workers.

General Manager's Instructions

1 Allow workers to make boxes for ten minutes. Pay them at the rates shown on the 'Pay Rates for Vegetable Boxes' chart.

2 After ten minutes, go to each of the red workers' groups and tell them that you have noticed how well they are working with the glue and scissors. Because they are so skilful, you are going to give each red workers' group two extra pairs of sharp scissors and two extra glue sticks. These are to be used in their group only.

If any green workers object, explain that sharp scissors might be too dangerous for green workers, who are not as good at using these tools as red workers.

3 After 5–10 minutes, tell the red groups that because they have shown they are so good at constructing boxes, you are going to train them to make a better box. Give each red group the 'New Improved Vegetable Box Instructions' sheet. Demonstrate how to make it. Tell the red groups that they will be paid more for making these new boxes.

They are not to show these instructions to the green workers, since green workers are not as good at constructing complicated things, and the new instructions would only confuse them.

4 After 5–10 minutes, tell the class to take a short break from working.

Announce that since everyone is working well, you do not have time to keep track of paying them. So you are going to promote four excellent workers, two to be assistant managers, and two to be accountants.

Choose any four workers from the red groups only. Explain that you cannot promote green workers because they have children at home, and they will miss more days of work since sometimes they have to stay at home to look after them.

Give the four chosen red workers their role cards; two should receive 'Assistant Manager' role cards, and two should receive 'Accountant' role cards. Ask them to read them, and make sure they understand them. Give them each their own 'Bank Balance' sheet, and announce that they will be paid £5 for each five minutes they work. Pay them at this rate for the duration of the game.

If necessary, regroup the remaining red workers so that they will have four to five members in the group (equivalent to the green workers' group size).

5 Tell the class to resume working. Tell the red groups that since they have shown that they can handle the sharp scissors, you are going to give them a chance to use an even better tool.

Give each group a stapler and show them how to staple the corners of the boxes, instead of gluing them. Tell them you have found that stapling makes a stronger box, and they will be paid more for a box that is stapled.

If any green workers ask for a stapler, tell them that only red workers can have them because they are better at using complicated tools.

6 After 5–10 minutes, give the red groups the coloured paper from the Sunday supplements. Tell them that since they have shown they are such efficient workers, and since you know they have children at home to support, you are giving them á chance to make coloured boxes, for which they will be paid more.

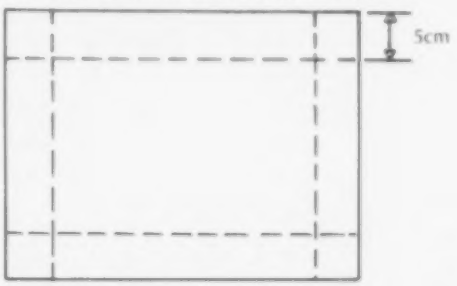
7 After 5–10 minutes, stop the game, ask each group to total their 'Bank Balance' sheet, and discuss.

The Vegetable box Factory

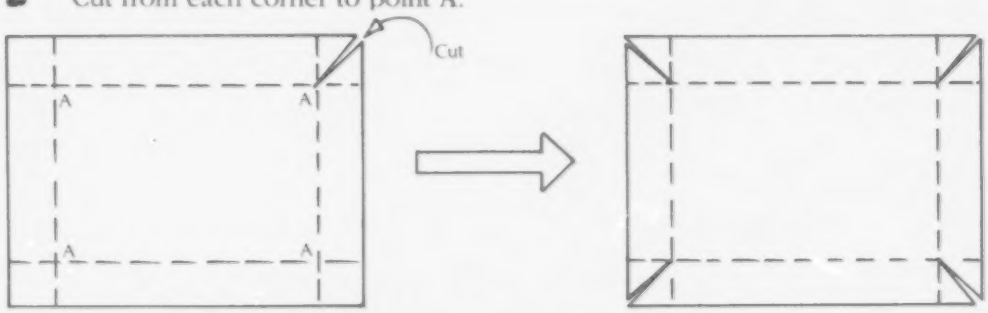
1

1 Basic Vegetable Box Instructions

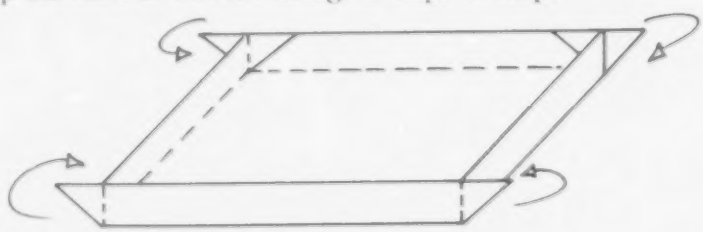
1 Start with a sheet of newspaper about 30 × 40 cm (half tabloid size). Draw a line 5 cm from each of the four sides. Fold on these lines.



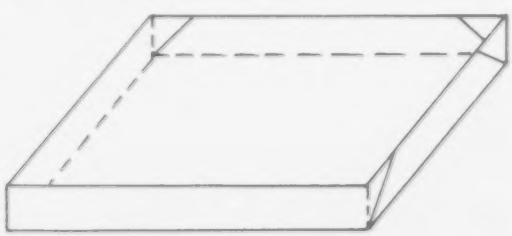
2 Cut from each corner to point A.



3 Fold up the sides so that the triangular flaps overlap.



4 Glue the flaps in place to form a box.



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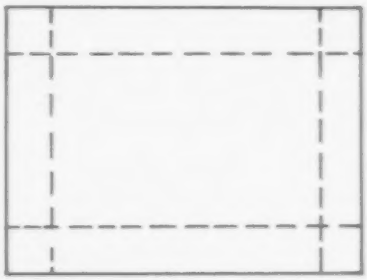
The Vegetable Box Factory

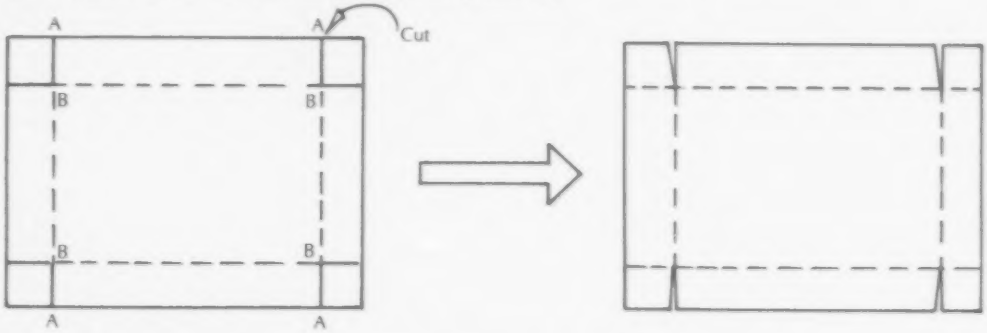
2

2 New improved Vegetable Box Instructions

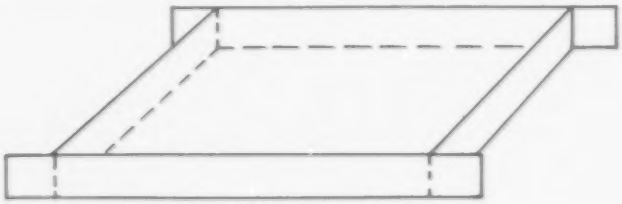
1 Start with a sheet of newspaper about 30 × 40 cm (half tabloid size). Draw a line 5 cm from each of the four sides. Fold on these lines.



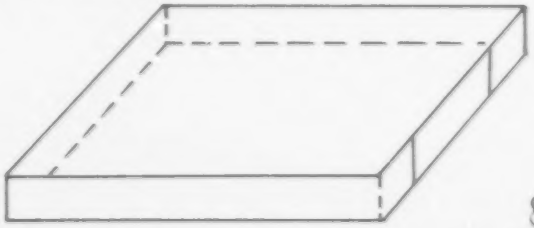
2 Make four cuts, from point A to point B.



3 Fold up the sides so that the square flaps overlap.



4 Glue the flaps in place to form a box.



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The Vegetable Box Factory

3

Pay Rates for Vegetable Boxes

Type of box	Pay
Basic box, triangular corners (per 5 boxes)	30p
New improved box, square corners (per 5 boxes)	60p
New improved box, square corners, with staples (per 5 boxes)	90p
Coloured box, square corners, with staples (per 5 boxes)	£1.20p

Bank Balance Sheet

£ p

Bank Balance Sheet

£ p

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The Vegetable Box Factory

4

Assistant Manager's Role Card

You are now an assistant manager. This is a very important job.

You must check over the boxes the workers bring you to make sure that they are good enough. When you take the boxes, tell the accountant how much to pay the workers. The 'Pay Rates for Vegetable Boxes', sheet 3, will show you how much the workers should be paid.

If there are any problems, call the general manager.

Make sure the general manager pays you £5 every five minutes.

Accountant's Role Card

You are now an accountant. This is a very important job.

You must write down on the workers' 'Bank Balance' sheets the amount of money they have earned for making boxes. The assistant manager will tell you how much to write down.

If there are any problems, call the general manager.

Make sure the general manager pays you £5 every five minutes.

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SAMPLE ONE-DAY IN-SERVICE TRAINING PROGRAMME ON GENDER ISSUES

Session 1	9.00	Activity: **Gender Messagematch** (see Activity 2). Discussion of reactions.
	9.15	Input on gender discrimination in the primary school: differentiation in the early years, teaching styles and classroom relationships, and gender influences on choice of classroom topics.
	9.35	Activity: **Chris** (see Activity 5). Debriefing and discussion.
	10.00	Input on gender discrimination in the secondary school: male perspectives in the curriculum, girls' choices of subject areas.
	10.15	Activity: **True Facts about Women and Men in Britain** (see Activity 26, below). Debriefing and discussion.
	10.45	Coffee.
Session 2	11.15	Activity: **Gender Picturematch** (see Activity 1).
	11.25	Input: Sexism in the hidden curriculum.
	11.35	Activity: **Watch Your Language!** (see Activity 16). Debriefing and discussion.
	12.10	Activity: working in single-sex groups of four, list on large sheets of paper the times, places, events you can recall in which your sex has been discriminated against in school (either at student or adult level).
	12.25	Reporting back from each group, and discussion of reactions to the activity.
	12.45	Lunch.
Session 3	13.45	Activity: **Gender Role Plays** (see Activity 24). Both female and male participants should have the chance to play girls' and boys' roles if possible.
	14.00	Input: What's in it for boys? Approaches to anti-sexist work with boys.
	14.15	Activity: **Tools around the Home** (see Activity 15).
	14.45	Input: ways to integrate anti-sexist work into various areas of the curriculum.
	15.00	Activity: **A Woman's Work is Never done** (see Activity 19).
	15.20	Debriefing and discussion.
	15.30	Tea.
Session 4	16.00	Activity: **The Vegetable Box Factory** (see Activity 25).
	16.45	Debriefing and discussion.
	17.00	Close.

TRUE FACTS ABOUT WOMEN AND MEN IN BRITAIN

Potential

A useful way to introduce factual information about the existence of inequalities between women and men in the UK in an in-service training context; the activity can also be used with upper secondary classes.

Time

30 minutes.

Materials

A copy of the 'True Facts about Women and Men in Britain' sheet and an answer sheet for each pair.

Procedure

Each group member finds a partner. The 'True Facts . . .' sheets are distributed, one to each pair. The pairs are asked to fill in the answers to the best of their ability; it should be made clear that this is not a test, but a way of getting them to think about what they already know about women and men in the UK.

As soon as the group has completed the sheet, the answers are given out. Several minutes are given to read them through. Discussion then takes place around expected or unexpected answers.

Source of statistics

Questions 4 and 9: Brown, Colin; *Black and White Britain: The Third PSI Survey* (Heinemann, 1984). All other questions: *Social Trends, the 1989 Edition* (HMSO).

True Facts about Women and Men in Britain

1

1 There are 29.2 million women living in the UK. The number of men living in the UK is:

a) more b) less c) the same.

2 The average life span of a man in the UK is 71.5 years. How long is a woman expected to live?

a) 68 years b) 71.5 years c) 77.4 years.

3 In 1987, 53% of boys leaving school held at least one higher grade result for GCE 'O' level or CSE grade 1. Was the number of girls with the same results:

a) greater b) less c) the same?

4 In 1984, 37% of West Indian women and 51% of Asian women were in a full-time course of study. What was the percentage for white women?

a) 24% b) 45% c) 64%

5 In 1987, almost 253 000 women were studying at universities, polytechnics, and colleges. How many men were studying at the same level?

a) 303 000 b) 253 000 c) 221 000

6 What percentage of women with children under the age of 15 have jobs outside the home?

a) 25% b) 50.1% c) 65.5%

7 10% of white women in the UK are unemployed. What percentage of women of Caribbean or Indian origin are unemployed?

a) 18% b) 10% c) 6%

8 Women in full-time work earn the same amount as men.

True False

9 Among women in paid employment with no academic qualifications, 22% of Asian women and 29% of West Indian women are in non-manual jobs. What percentage of white women with no academic qualifications are in non-manual jobs?

a) 20% b) 30% c) 42%

10 About 390 000 men in paid employment have a second job. How many women in paid employment have a second job?

a) 270 000 b) 390 000 c) 450 000

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True Facts about Women and Men in Britain

Answers

2

1 b) less. There are 27.7 million men living in the UK.

2 c) 77.4 years.

3 a) greater. 60% of girls had the same result.

4 a) 24%.

5 a) 303 000.

6 b) 50.1%.

7 a) 18%.

8 False. Women earn less than men. On average, men in full-time jobs earn about £224 per week. Women in full-time jobs earn about £148 per week.

9 c) 42%. Additionally, Asian women with 'A'-level and higher professional qualifications are more than twice as likely as white women in paid employment to be working in semi-skilled and unskilled manual jobs.

10 c) 450 000 women have second jobs.

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Classroom resources

Askew, S., and Ross, C., *Anti-Sexist Work with Boys*, EOC, 1984. A range of activities especially suited to groups of boys.

Birmingham Development Education Centre, *Working Now*, 1989. An excellent photopack showing men and women in a range of non-traditional occupations. Comes with a teachers' guide for extending their use in primary classrooms.

ILEA English Centre, *Changing Stories*, 1984. Ideas for challenging sexism in fairy tales.

International Defence and Aid Fund for Southern Africa, *Women Under Apartheid*, 1981. Text and photos give a clear picture of women's roles in South Africa.

Maidenhead Teachers Centre, *Doing Things*, Trentham Publishing, 1983. 24 black and white A5 photos showing women and men, girls and boys, in traditional and non-traditional roles at home. With a helpful teachers' guide. For primary classrooms.

Murray, M., and Emecheta, B., *Our Own Freedom*, Sheba Feminist Publishers, 1981. Photos and text on the daily lives of African women.

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Seager, J., and Olson, A., *Women in the World: An International Atlas*, Pan, 1986. An imaginatively presented atlas full of statistics on issues of concern to women around the world.

Sweetman, D., *Women Leaders in African History*, Heinemann, 1984. Readable short biographies of women who influenced history in Africa, from the 1st to the 20th century.

Szirom, T., and Dyson, S., *Greater Expectations: A Source Book for Working with Girls and Young Women*, LDA, 1986. Intended for single-sex secondary groups, it offers a range of discussion activities.

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Resources for the teacher

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Adler, S., *Ms. Muffet Fights Back*, Penguin. An annotated list of books by, for, and about women.

95

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Burgos-Debray, E., *I . . . Rigoberta Menchu*, Verso, 1984. A Guatemalan woman talks about social and political struggle.

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Stones, R., *Pour Out the Cocoa, Janet*, Longman, 1983. A discussion of sexism in children's books, and why it matters.

Taylor, H., 'An Open Cupboard Policy', *Issues in Race and Education*, No. 41, Spring 1984. Explores the tensions between work in the areas of race, gender, and class.

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BEST COPY AVAILABLE

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Whyte, J., *Beyond the Wendy House*, Longman, 1983. An important review of research into gender differentiation in primary schools.

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Sheffield Film Co-op, *Jobs for the Girls*, 1979. The story of a young woman who decides to become a motor mechanic.

Organisations

CISSY (Campaign to Impede Sex Stereotyping in the Young)
177 Gleneldon Road
London SW6 2BX
Produces an annotated booklist with titles for children over 7.

Dragon's Teeth
c/o Centre for Multi-cultural Education,
University of London
Bedford Way
London WC1
A journal with useful articles with on anti-racist and anti-sexist perspectives.

Equal Opportunities Commission
Overseas House
Quay Street
Manchester M3 3HN
An invaluable source of free posters, articles, and pamphlets such as 'The Fact About Women Is . . .', 'Equal Opportunities and the Woman Teacher', 'An Equal Start: guidelines for those working with the under-fives'.

Letterbox Library
8 Bradbury Street
London N6
A children's book club specialising in anti-racist and anti-sexist books for all ages.

Silver Moon Bookshop
68 Charing Cross Road
London WC2
An excellent source of fiction, non-fiction, and children's books by, for, and about women. Publishes a quarterly review of new titles.

Sisterwrite Bookshop
190 Upper Street
London N1
A feminist bookshop which produces useful lists of anti-sexist books for children.

Women and Manual Trades
52–54 Featherstone Street
London EC1
Produce a newsletter, schools pack, videos, and can provide background material for teachers.

Women in Construction Advisory Group
Room 201, South Bank House
Black Prince Road
London SE1 7SJ
Produce booklets and a resource list for teachers. They also loan videos on women in the construction industry.